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ABSTRACT

This paper describes six strategies for California teachers to consider in teaching the state's history-social science curriculum to educationally disadvantaged students. The six strategies are: (1) enriching history through literature; (2) connecting history with other learnings; (3) connecting history to personal experience; (4) adapting to different life styles; (5) integrating social participation skills in the curriculum; and (6) linking students to their communities. Classroom activities are suggested in connection with each strategy: these activities are examples of proven instructional methods based on the needs, interests, and backgrounds of educationally disadvantaged students. Ninety-two sample readings for students and a 41-item list of references also are included. (DB)

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With History–Social Science for All

Access for Every Student

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Foreword

History belongs in the school programs of all students, regardless of their academic standing and preparation, of their curricular track, or of their plans for the future. It is vital for all citizens in a democracy, because it provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to the human condition over time, and of how some things change and others continue.*

PERHAPS no other subject in the curriculum prepare students better for active, satisfying, hopeful lives than history–social science. Good history can inspire youngsters through countless examples of men, women, and children who influenced generations in small and grand ways. It involves students in a way that prepares them to make better informed choices in determining their own destinies. History and geography remove the "blinders" of students' time and place to reveal the experiences of earlier generations. They remind us that "things do not have to be the way they are." Perhaps most importantly, the study of history–social science helps students build higher ideals and a sense of civic responsibility through bold, indelible examples of wisdom, courage, folly, and failure.

It was Henry Ford who declared that history was "more or less bunk." To properly evaluate his opinion, students inclined toward a similar attitude need to study the short- and long-range impacts of the automobile on the twentieth century. Is the automobile a boon or a plague? Today's students are confronted with a range of problems and benefits resulting from Ford's actions, and they will be faced with decisions in the twenty-first century that will have similar short- and long-range impacts. How ironic that the man who said "History is bunk" should have helped to change the lives of millions so massively, unthinkingly, and irrevocably. It is interesting to note that later in life Ford spent a fortune establishing a "living history museum" in his old hometown,

*_Building a History Curriculum_. Westlake, Ohio: National Council for History Education, Inc., 1988, p. 5.

trying to recapture lovingly (and perhaps longingly) the ways of life he had known as a boy.

The case of Henry Ford shows that ideas have consequences. It also demonstrates that none of us is untouched by historical people and events. Broad themes from history and the social sciences, such as continuity and change, cause and effect, conflict and cooperation, and human interaction with the environment, cross all boundaries of class, ethnicity, and gender. Because such factors affect us all, the study of history–social science is vital for youngsters.

Chronological history and good stories tell us about people—ordinary and extraordinary—reveal human nature more concretely for youngsters, and personalize issues and themes for them. The history courses once considered necessary only for university-bound students are necessary for *all* students. Teachers who are willing to study history–social science themselves and who are able to use a variety of proved strategies will be able to make this curriculum more accessible for their students.

This monograph, *With History–Social Science for All: Access for Every Student*, provides examples of strategies and resources for teaching all students the core history and geography curricula described in the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*. The examples show a rich integration of history, geography, and the other social sciences and humanities with literature. These integrated offerings cultivate within students a knowledge and empathy for other people, other places, and other times. The strategies suggested in this book require students to develop multiple abilities and to become actively engaged in learning. By adapting these examples to their students' needs, teachers promote the kind of classroom practices that make performance assessment possible. This emphasis on active involvement will help students gain confidence for taking participatory roles as citizens who value our democratic institutions, know how to work for change in a democratic society, and care deeply about the quality of life in their community, the nation, and the world. My best wishes to all those who use this monograph to help their students to realize this vision more successfully and enjoyably.

Bill Honig
State Superintendent of Public Instruction

Preface

THIS monograph on teaching history–social science is for curricular planners, teachers, and support staff of students who will benefit from a program tailored to their needs. It represents a collaboration between the California Department of Education's Curriculum, Instruction, and Assessment Division and the Department's Categorical Programs Division. It is intended to serve as a model not only for curricular planning but also for the much needed collaboration of all staff at the district and school levels in meeting the needs of all students.

This monograph promotes the philosophy that students in the Chapter 1 program are best taught within the regular classroom. Chapter 1 is a federal program (Public Law 100-297) that provides funds to enhance the education of low-achieving students who live in low-income areas. These students may receive services from Chapter 1, State Compensatory Education, Migrant Education, and state programs for limited-English-proficient students. In this document, students in these programs will be referred to as "educationally disadvantaged."

The purpose of this document is to present ideas that will help all students understand and enjoy the curricular materials presented in the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*. Meetings were held throughout the state with classroom teachers and compensatory education staff at all grade levels in order to glean examples of successful methods for teaching history–social science to educationally disadvantaged students in the regular classroom. Combined with research on what works best, the examples are presented here under an organizational structure of six access strategies.

The *History–Social Science Framework* provides curricular planners with content that is focused on the chronological study of history in its geographic setting. This content reflects the story of the contributions of men, women, and children of different racial, religious, and ethnic groups in our nation and the world. By exploring significant periods and events, all students gain knowledge about the major civilizations of the world and a better understanding of our national identity as Americans. They learn how our democratic traditions enable people of

different cultures to live and work together while developing questioning minds, thinking critically, solving problems, and drawing conclusions.

This monograph will help staff members meet the needs of all students as they plan a variety of content-appropriate teaching strategies that actively engage students in the learning process. Planners should include a variety of instructional materials, for example textbooks with lively narratives that focus on the lives and times of people in conjunction with primary sources, literature, and materials and activities from the arts and humanities. Instructional media for a history–social science program for students in compensatory education programs should also include a variety of visual nonprint materials and technology related materials that are integrated with other instructional materials.

A primary principle in the effort to reach all students should be that no single best teaching strategy or type of instructional material can be used. The aim is to help create conditions that will enable all students to enjoy the benefits of more history–social science taught in ways that provide maximum access to the subject matter. May this monograph inspire collaborative efforts to reach this aim.

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Introduction

THIS monograph describes six access strategies to consider for teaching history–social science to educationally disadvantaged students. The term *student(s)* as used in this monograph refers specifically to students in Chapter 1 (Public Law 100-297) programs. Each strategy is exemplified by classroom activities that are suitable for various grade levels. The strategies and classroom applications, however, can be effective in the history–social science programs for students of any ability or interest level.

The focus of the access strategies is to help students understand the content of history–social science programs and appreciate the value of learning about the past. These goals are pursued by presenting major political, social, economic, and ethical questions through flexible, innovative teaching methods and through the use of varied instructional materials that are engaging to the students. Students should not be expected simply to memorize successive dates and facts that stretch over huge time spans or to simply answer questions or fill in blanks in statements after reading or listening to content. The challenge is to teach rich and rigorous historical content that is filled with the stories of men, women, and children, both ordinary and extraordinary, of varied racial, religious, and ethnic groups in a way that is interesting, understandable, and memorable to students. The challenge is to teach this curriculum with content-appropriate and innovative pedagogy. In this monograph, connections are made among the six strategies and classroom applications and among the goals and strands, course descriptions, and distinguishing characteristics of the *History–Social Science Framework*.

The classroom applications that are presented with each access strategy are examples of sound instruction based on the needs, interests, and backgrounds of educationally disadvantaged students. These needs are wide-ranging and vary for each student. For example, some students may have low basic skills or may not see the relevance of history–social science or school in general. Some may have low literacy levels, may be limited-English-proficient, may be less traveled and have had few cultural or literary experiences, may come from very different educational systems, or may have had little formal education.

The varied needs of these students are taken into account in the classroom applications. The access strategies and activities included herein have been used successfully by many teachers and instructional support staff or have been suggested by curricular specialists who contributed ideas to this document. Some applications can be used across grade levels. Direct instruction is balanced with student-centered active learning strategies, cooperative learning, and heterogeneous grouping. Instruction is enriched with literature, the arts, and the humanities. Educationally disadvantaged students in the elementary school grades will become interested in the study of history–social science if it is presented in both a process- and content-rich context that emphasizes the lives and experiences of real people. Students are more likely to succeed in a content-focused high school curriculum if that content is accessible through active learning processes. All students will find that they remember history that is studied in depth.

The classroom applications and activities herein are provided as examples. They are intended to be extended and adapted to local situations as teams of teachers, curricular planners, librarians, and compensatory education staff develop history–social science curricula and instructional programs in their schools. The ideas presented are intended to spark the imaginations of those who work with educationally disadvantaged students and serve as generators of other innovations.

Educators at all grade levels will benefit from reading all the classroom applications. Grade-level–specific content is given as an application example with each activity. The activities, however, are adaptable to other content and grade levels.

The intent of this approach is for students to succeed in the history–social science program by being drawn into the excitement, complexity, and relevance of the experiences of people who lived in the past. By studying the experiences of ordinary and extraordinary people, students will come to an understanding of how history affects them today and how it will affect their futures as problem solvers, decision makers, and responsible, participating citizens in a free society.

Access Strategies for the History–Social Science Curriculum

1 **Enriching history through literature**
The history–social science curriculum is enlivened and made more accessible to students at all grade levels by enriching the exciting narrative of history through literature.

2 **Connecting history with other learnings**
Students develop greater understanding and are given opportunities to connect history with other learnings across the curriculum when they examine historical periods and events in depth.

3 **Connecting history to personal experience**
Students interact personally with the content information when the major learnings in the history–social science curriculum are connected to the students' own interests, experiences, and prior learnings.

4 **Adapting to different learning styles**
Teachers are able to engage students in the history–social science curriculum by using a variety of teaching strategies and print and nonprint materials that address different learning styles.

5 **Integrating social participation skills in the curriculum**
Students develop abilities that are useful in their lives when educators integrate appropriate social participation, thinking, and study skills in the history–social science curriculum.

6 **Linking students to their communities**
The curriculum fosters social participation and understanding of civic and democratic values by linking students to their schools and communities.

Note: The term *students(s)* as used in this monograph refers specifically to educationally disadvantaged youth in Chapter 1 programs. The strategies and classroom applications outlined can, however, be used in developing history–social science programs for all students.

ACCESS STRATEGY 1

Enriching History Through Literature

The history–social science curriculum is enlivened and made more accessible to students at all grade levels by enriching the exciting narrative of history through literature.

RESEARCH findings, as cited in *Becoming a Nation of Readers: The Report of the Commission on Reading*, show that students at all achievement levels respond more enthusiastically when listening to or reading well-written and engaging narrative history and literature, such as biography and historical fiction. Literature of or about a historical period portrays both ordinary and extraordinary people as individuals who have taken charge of their own lives and who have made a difference in their worlds, often demonstrating their decision-making processes.

Students' imaginations and minds are stretched when they encounter historical literature in both fictional and nonfictional forms. Students are able to compare their own relationships to other people and the world as they read or hear about the ways in which people in the past saw themselves and interpreted their times. Students are led to reflect on their own ideas, values, fears, and dreams when they hear stories of other people, past and present. When students are engaged in reading interesting stories and poetry and singing songs from other cultures, complicated topics—such as the principles of the U.S.

Constitution—are more easily brought within their grasp. Through literature, the vocabulary and concepts that lead to understanding history—human rights, democracy, ethics, values—are placed within an understandable context.

In the early grades, teachers introduce all students to stories from real life, legends, nursery rhymes, and myths that include conflict and that raise issues that deal with values. These stories ignite the imaginations of students who may then become fascinated with heroes and heroines who performed amazing deeds and fantastic feats. In this way, students are led to read more about a particular historical period.

Through the ages, cultures have depended on fairy tales and myths for instructing their young. In his work as an educator and therapist of severely disturbed children, Bruno Bettelheim explored the influences that promote children's abilities to find meaning in their lives. In *The Uses of Enchantment: The Meaning and Importance of Fairy Tales** he says ". . . nothing is more important than the impact of parents and others who take care of the child; second in importance is our cultural heritage, when transmitted to the child in the right manner. When children are young, it is literature that carries such information best." Students with low motivation and weak academic skills can be motivated to listen, read, write, reflect, and analyze critically when these skills are used in the context of engaging folktales, fairy tales, myths, stories about exemplary people in our nation, and studies of distant worlds and differing cultures. Students are neither bored nor alienated by learning history through the kind of storytelling that ignites their imaginations.

In the early grades, teachers introduce all students to stories from real life, legends, nursery rhymes, and myths that include conflict and that raise issues that deal with values.

Stories and biographies that celebrate real and imaginary heroes and heroines who overcame great obstacles are appropriate at all grade levels. All students enjoy, understand, and empathize with characters such as those in *Jack and the Beanstalk*, *Goldilocks and the Three Bears*, and *Aesop's Fables* and with Hector and Achilles outside the walls of Troy. The story of Abe Lincoln's life teaches honesty, compassion, and concern for the quality of life for all people. Harriet Tubman's story demonstrates courage; the life of Anne Frank illustrates compassion and resourcefulness in dealing

*Bruno Bettelheim, *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Knopf, 1976, p. 4.

with adversity; and Booker T. Washington's life story is an example of how hard work pays off. *Cesar Chavez and La Causa*, by Naurice Roberts, tells of dedication to a cause. *The Journey to Topaz*, by Yoshiko Uchida, is a touching story of a young girl in an internment camp. *Pie-Biter*, by Ruthanne Lum McCunn, is a Chinese legend of a pioneer in the tradition of John Henry and Paul Bunyan. *Roll of Thunder, Hear My Cry*, by Mildred D. Taylor, tells of a young black girl growing up in the South and how she and her family overcome prejudices. *Yonnondio: From the Thirties*, by Tillie Olsen, tells the story of a poor white family as they migrate from a coal-mining town to a farm. High school students will be inspired by reading a biography about John F. Kennedy, such as *A Hero for Our Time: An Intimate Story of the Kennedy Years*, by Ralph G. Martin. The biography of Swedish diplomat Raoul Wallenberg tells about the wealthy Christian who risked his life working tirelessly to save Jews during World War II; a civil rights leader's philosophical and religious dedication to nonviolence and civil rights is portrayed in *Martin Luther King, Jr.*, by Robert Jakoubek; and biographical accounts of two other influential civil rights figures are provided in *Rosa Parks*, by Eloise Greenfield, and *Mary McLeod Bethune: A Great American Educator*, by Patricia McKissack.

Although not considered literature per se, print forms of primary sources are essential if students are to experience the past firsthand. The Organization of American Historians has described primary sources as "any material generated at the first level of experience" such as eyewitness accounts, diary entries, journals, arts of the period, editorials, advertisements, treaties, speeches, and memoirs. Contact with primary source materials allows students to experience more directly "history as it happened." Primary sources are available in a variety of formats. Trade books, such as Milton Meltzer's *American Revolutionaries: A History in Their Own Words* and Julius Lester's *To Be a Slave*, and "theme packets" of primary sources are accessible. Religious texts such as the Jataka tales, the *Analects* of Confucius, the Book of Exodus, and the Gospel of John are appropriately used as primary sources in studies of world cultures. Even folktales and legends, when studied in relation to historical circumstances, can serve as primary source materials for students.

Stories and biographies that celebrate real and imaginary heroes and heroines who overcame great obstacles are appropriate at all grade levels.

Through dramatic interpretations, students are led to reflect on the deeper meanings of the stories and are moved to empathize with the characters.

One teacher remarked, "Students should be allowed to get their hands dirty with history, and the best way to do this is with primary sources!"

Often, the teacher must set the stage before students can become engaged in historical literature because some students may have no experience with the characters, the settings, the time periods, or the locations involved. The use of films, photographs, slides, illustrations, and videos, as well as the reading aloud of dramatic portions of the story, contributes to establishing a context for the story.

Once the stage is set, all students benefit from reading stories, story segments, or primary sources aloud; from participating in readers' theaters; from dramatizing stories that vividly portray events; or from role-playing historical characters. Through dramatic interpretations, students are led to reflect on the deeper meanings of the stories and are moved to empathize with the characters. As they analyze the behavior of the characters, they observe the effects of these behaviors on others, examine why the characters behaved as they did within their historical setting and time, and consider whether other choices could have been made and whether such choices could have changed the results.

When students are engaged in exciting literature of and about the past, they can be encouraged to think through the consequences of behavior in many different times and places. This process helps them acquire the ability to deliberate, solve problems, and make decisions that affect their own lives.

CLASSROOM ACTIVITIES FOR STRATEGY 1

Developing a Sense of Historical Empathy

Reading literature about the way people lived in earlier times and the way people live today helps students compare the past with the present and develop a sense of historical empathy. The teacher may read stories to younger students such as *How Far, Felipe?; Thy Friend, Obadiah; Becky and the Bear;* and *Little House in the Big Woods.* Students can compare aspects of their own lives such as food, clothing, homes, and recreational activities to those in the lives of the characters in the stories. The students may look at pictures in the storybooks to see how people dressed during earlier times and compare the dress in the pictures with the way they and their classmates dress. All students can contribute ideas as to why the clothing was different or is the same. Students become aware that people long ago had the same basic needs as they do today, even though there are variations in how those needs are filled. When students are able to empathize with people from long ago, history becomes more personal and engaging to them.

(Content examples are from the *History–Social Science Framework for California Public Schools* for kindergarten through grade one.)

Examining Ethical Issues

Reading or hearing stories and other literature that present human conflicts helps students develop their perceptions of ethical issues in history and in current times. Young children may read or be read to from stories such as *Osa's Pride, The Story of Jumping Mouse, Grandfather's Stories from Mexico, Jack and the Beanstalk, Goldilocks and the Three Bears,* and *The People Could Fly.* Students can identify and discuss the behavior of characters in the stories and the effect of that behavior on others. They may talk about why characters behaved as they did and consider how alternative behaviors would have changed the outcome of the story. The students, working alone or in cooperative groups, may dictate, write, illustrate through drawings, or do dramatic presentations of new endings to the stories. Each student's or the group's new ending can be compared with other changed endings, and the results can be shown on a chart. This activity gives students opportunities to examine and

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

compare their own feelings and values in the context of stories rather than in ways that might reveal aspects of their personal lives that they do not want to share.

(Content examples, *Framework*, kindergarten through grade two)

Learning About World Cultures

Folktales arouse curiosity about the cultures from which they come. African folktales such as *Bringing the Rain to Kapiti Plain; Why Mosquitoes Buzz in People's Ears: A West African Tale; Anansi the Spider: A Tale from the Ashanti; A Story, A Story;* and *The Knee-High Man and Other Tales* provide a glimpse into the cultures of another land. Students may discuss the many ways in which people, families, and cultural groups are alike as well as the ways in which they are different. Students gain a vivid picture of cultural values and customs through folktales.

(Content examples, *Framework*, grades one through three)

Learning History Through the Lives of People

Through reading and listening to readings from biographies, students learn about people from many cultures who made a difference in history and whose contributions affect our lives today. Examples of useful biographies include *A Weed Is a Flower: The Life of George Washington Carver; The Country Artist: A Story About Beatrix Potter; Marie Curie; Martin Luther King: The Peaceful Warrior; The Many Lives of Benjamin Franklin; Charles Drew; Rosa Parks; The Story of Clara Barton;* and *Jim Thorpe*. Fourth graders can learn from *Ishi: Last of His Tribe; Father Junipero Serra: The Traveling Missionary; Black People Who Made the Old West; California Women; Famous Builders of California;* and *Cesar Chavez*. All students can discuss how the contributions of these people made a difference. What would have happened had that person not made the contribution? How would our lives be different? The student may realize that people matter: those who lived long ago, those we know now, and those who help us even though we do not know them. Students can reflect on contributions they make or can make to the lives of people around them.

(Content examples, *Framework*, grades two through four)

Looking at the Past to Understand Today

Stories that deal with topics and events of the past that are recurring or have continued to occur help students relate the past to the present. Students can read stories about the development of our state and nation peopled by immigrants from all parts of the world. Maps, videos, photographs, films, and illustrations can be used for research and background in order to set the stages for the stories. In heterogeneous groups, students can research the waves of immigrants that arrived from Europe between 1789 and 1850, such as the English, Scots, Irish, and Germans. Some research topics might include the modes of transportation used by various groups, the routes they traveled, the geographic areas they settled in, and the reasons they settled where they did. Books such as *Immigrant Girl: Becky of Eldridge Street; In the Year of the Boar and Jackie Robinson; Ellis Island: New Hope in a New Land; Dragonwings; By Wagon and Flatboat; Big Ride;* and *Song of the Swallows* give students an idea of what immigration and life were like during various periods. In heterogeneous groups, students can play the roles of immigrants and cooperatively write descriptive narratives of their journeys to America or across the continent to California, describing hardships or obstacles they encountered, explaining why they came, and describing what they envisioned their lives would be like once they arrived. What were their hopes and dreams, and what was the reality when they arrived? Students can trace the routes traveled by immigrant groups on a large map. The history of immigration patterns can be compared with patterns of immigration today. Some students in the class may have personal stories to tell regarding their family's immigration to the United States or to California from another country or another state. This activity gives students who may be immigrants themselves a sense of a shared experience with people of the past and with people of the present, including their classmates. Students gain insights into the importance of studying history when they see its relationship to the present.

(Content examples, *Framework*, grades four and five)

Some students in the class may have personal stories to tell regarding their family's immigration to the United States or to California from another country or another state.

Learning Through Participation

Drama and art activities can bring a historical novel to life. Good literature can capture the spirit of creating a new nation. The history of the United States may be told through stories such as *Squanto; Caddie Woodlawn; Trouble River; The Courage of Sarah Noble; Tree in the Trail;* and *Save Queen of Sheba.* Teachers may find it helpful to show pictures or films before reading stories in order to provide students with a sense of the settings and times in which stories took place. After the novels are read or heard, they can be discussed in small heterogeneous groups. Dramatic moments can be recreated in groups' improvisations. Students can take the roles of various characters to act out how each character made decisions that affected the outcomes of the story. Murals can be created as backdrops to show geographic features, the routes the colonists took to get to their destinations, or the sequence of events in a story. Characters and the environments from different stories in various colonies can be compared and contrasted on student-made charts. Drama and art actively involve students and help them to visualize settings and events and feel the emotions of people in times past.

(Content examples, *Framework*, grade five)

Using Comparative Analysis

Stories set in different cultures can be read by students who are engaged in comparative analysis across time and across cultures. Students working as a class or in heterogeneous groups can develop time lines of the major events that occurred in stories about ancient societies of the Near East and Africa, Egypt, the ancient Hebrew civilization, Greece, Rome, and the civilizations of India and China. Small groups of students may read stories such as *His Majesty, Queen Hatshepsut; Cleopatra; The Prince Who Knew His Fate; Alexander the Great and the Greeks; Gopal and the Temple's Secret: My Village in India; Confucius and Ancient China; The Rider and His Horse;* and *African Kingdoms.* Groups may compare the ways of life depicted in the stories of various cultures to each other and to life today. They may also examine how the events that oc-

curred in the stories of ancient societies contributed to our current agricultural, technological, social, political, and economic systems. A comparative analysis is an easily attainable and powerful learning tool for lower achieving students. Working in small groups of students who have similar levels of ability minimizes the isolation felt by individuals and enables them to participate by listening, sharing, and supporting each other's ideas.

(Content example, *Framework*, grade six)

Learning History Through Student-Selected Activities

Students can be more actively engaged when the things they do in school involve something they like to do outside the classroom.

Participation in activities such as games and skits after reading myths and legends reinforces learning of history and involves students in their own learning processes. *The Iliad* and *The Odyssey* are useful for helping students learn about the lives of the ancient Greeks. After students view illustrations, films, videos, and/or slides depicting the culture and the times, they may read one of the numerous retellings of these myths that are available at various reading levels. The roles of the gods and goddesses in the lives of ordinary humans are played out in these two epic poems. Students may find excitement in the life of Ulysses, the hero who has adventure after adventure during the ten years it takes for him to travel home after the Trojan War. Students can create skits, role-play some of Ulysses's adventures, create radio plays, or produce a television (video) series. Others may make game boards to play out the many trials of the hero and his men. Video games of these adventures are also available. The creation of a cartoon strip may be the focus of another small-group activity. Students can be more actively engaged when the things they do in school involve something they like to do outside the classroom.

(Content example, *Framework*, grade six)

Visualizing History to Promote Understanding

Works of historical fiction that have been made into movies provide vivid details of the events, people, and times they portray. *Ben Hur* and *The Robe* are two novels that give some information about the heroes and heroines who lived during the time of the Roman Empire. Through the authors' descriptions, students are able to visualize the lives of slaves, Christians, and other men and women of the time. To increase their

understanding, students can view segments of the films made from these stories, showing, for example, chariot races. Students can then compare the lives of chariot racers with the lives of athletes of today. They may want to compare the Japanese sumo wrestlers, who are trained and conditioned to compete, with the training and social positions of chariot drivers. Students can also keep diaries, journals, or sketchbooks, recording their impressions of the times as if they were there. Reading, hearing about, and seeing the past depicted as an exciting story about people, their daily lives, and the significant events of their times can help underachieving students understand the past and relate the past to the present. Students can compare, contrast, and juxtapose people and situations based on the visual images created in these stories.

(Content examples, *Framework*, grades six and seven)

Learning Through a Variety of Activities

An exciting historical novel can generate numerous learning activities. The book *My Brother Sam Is Dead* can become the focus for learning about America's war for independence. Along with seeing illustrations of the times and reading or being read to from the book, students can participate in activities that relate to the revolutionary period. They can engage in brainstorming activities that focus on the patriots' justifications for fighting the war and the reasons why the Tories remained loyal to England. Small heterogeneous groups can perform dramatic improvisations of certain scenes in the story. Individual students can write a letter (in any language) to their parents or to a friend explaining their decision to go to war. Students in small groups, which allow every student to voice an opinion, can debate the pros and cons of going to war. The recorder for each group can note the decisions made by each member of the group and make an oral report of the group's consensus to the class. Students might commemorate Sam by composing a poem or ballad in his memory or by creating a portrait or sculptural likeness of him. They might use a computer to create games and visuals based on the story. Other students might choose to create a game board that depicts the major events and turning points of the war for independence and teach

the game to their classmates. These activities are based on an exciting novel about a young person's life during an important historical period. Students are able to identify with a character in a novel who is near their own age. These activities make use of multiple learning styles and reinforce the historical concepts described in the *History–Social Science Framework*.

(Content examples, *Framework*, grades five and eight)

Correlating Subjects While Studying Historical Literature

Drama and literature draw material from the history of World War II in the play *The Diary of Anne Frank*. Students studying totalitarianism in the modern world who deal with the themes of human rights can assess this period on a more personal level through Anne Frank's diary. They can view the film version and read the play or portions of it in class. Students can select and prepare a short scene from the play for presentation to the class. Other students can create dioramas, drawings, or paintings, present a radio play, or write a diary from the point of view of other prisoners of war. Some students can write letters to Anne Frank as if they were also experiencing the war. They can read *All Quiet on the Western Front* or *Hiroshima* as an extension of understanding war and its effects on the individual. Those with other interests and reading abilities will enjoy *Sadako and the Thousand Paper Cranes* and Yasunari Kawabata's *The Thousand Cranes*. An extension activity for some students might be to share with their classmates their own painful experiences of war in their native countries. At a minimum, these students may be helped to develop perspectives on their own situations by reading about the sufferings and tragedies of others. Teachers, however, must be extremely sensitive in dealing with students who have been traumatized by personal tragedies. These students may prefer to communicate their experiences or the experiences of others close to them through writing or drawing. These activities are intended to help students identify with and have empathy for the people of the period under study.

(Content example, *Framework*, grade ten)

Forming Opinions by Studying Social Issues

Great literature has influenced history, and reading literature can help students understand social issues and the power of the pen to promote change.

Great literature has influenced history, and reading literature can help students understand social issues and the power of the pen to promote change. Upton Sinclair's novels brought moral issues to the forefront by calling attention to social practices in a way that captured public attention. Sinclair's *The Jungle* pointed out the wretched conditions in meat-processing plants in Chicago early in the century and the heartless exploitation of immigrant laborers. The results of Sinclair's ardent socialism were the establishment of the federal Food and Drug Administration and improved labor conditions. *Great Expectations, Hard Times,* and *Oliver Twist,* by Charles Dickens, focus on the plight of individuals who were caught in the industrial revolution. Thomas Paine, in *Common Sense,* helped to sway public opinion at a crucial point in the history of a new nation. Literature of this kind helps students to reflect on and express their own expectations for the future in essays, journals, or drawings. They may learn the power of the pen by writing individual or group letters to the editor of the school newspaper regarding issues at school. This power can be extended by writing to the principal, the local newspaper, and to local politicians or business and corporate leaders. Students can venture into writing short stories on historical topics or explore the ways in which imagery and symbolism are powerful forces that are capable of swaying opinion. By taking personal stands on issues and realizing that their opinions can be expressed, students are empowered and encouraged to play roles in improving social conditions.

(Content examples, *Framework*, grades nine through twelve)

ACCESS STRATEGY 2

Connecting History with Other Learnings

Students develop greater understanding and are given opportunities to connect history with other learnings across the curriculum when they examine historical periods and events in depth.

THE *History–Social Science Framework* emphasizes the importance of students' studying major historical events and periods in depth in order to attain a greater understanding of the issues and topics that influenced these events and periods. This approach offers the opportunity to integrate the teaching of history with the other humanities and social science disciplines and to correlate studies across these subject areas. History is concerned with not only the political, economic, and social arrangements of a given society in a given time period but also the beliefs, religions, culture, arts, architecture, law, literature, science, and technology of that period.

In this in-depth approach, students use a variety of instructional materials and strategies in an array of special interest areas that add rich detail and a broad scope to the study of history. In-depth study engages students in a variety of aspects of the history topic and results in better retention of information. Many students have difficulty retaining information that is isolated from other subject areas in which they may be more interested. When interdisciplinary connections are made, history becomes multifaceted and has a broader appeal.

Linda Verlee Williams gives examples of correlated studies in her book, *Teaching for the Two-Sided Mind*. One example includes art projects in a history course. To help students understand different aspects of life and culture in medieval times, students are asked to draw a cathedral floor plan, to illuminate a page of manuscript, and to create a geometric design like those used in Moslem art. This type of in-depth and correlated study can lead students down interesting avenues of learning and understanding in both history and art. After students become actively involved in projects of this kind, they can compare the architecture of a mosque with that of a cathedral or contrast patterns in Moslem art with Christian illustrations of biblical scenes. They can then discuss the differences and similarities between the designs that represent the two world views.

Textbooks may not provide these connections. Teachers can consider developing units of study that draw on the expertise of other staff members and of local college and university staff. For example, a cross-discipline study might involve the teachers of seventh-grade science, history–social science, and math. The study would focus on the accomplishments in astronomy of the Aztecs and other peoples of central Mexico and the development of their calendar. A visual arts teacher could be included in discussions of Aztec and Mayan architecture and art. In another approach, suggested in Jerrold Ross's and Ellyn Berk's *A Framework for Multicultural Arts Education*, the focus is on oral history and music in the study of griots, who, in some West African cultures, are the community's historians, or "praise singers," who use music to interpret the events of history and preserve their ancestral linkages.

A curriculum that is designed to flow across fields of knowledge presents information in a more real-life manner.

A curriculum that is designed to flow across fields of knowledge presents information in a more real-life manner. Outside school, we deal with problems and concerns that cross discipline areas. Take newspaper stories about the greenhouse effect, decisions made by the local school board or the planning commission, censorship of popular music or art, or the national deficit and note the different areas of knowledge required for an in-depth understanding of the issues involved. Students should learn to make these connections in school rather than deal with problems and issues in fragmented and isolated forms. No matter what the content or grade level, teachers working together can develop a curriculum that is correlated across the disciplines.

CLASSROOM ACTIVITIES FOR STRATEGY 2

Learning Through Correlated Activities

Learning activities in the arts, language arts, and history–social science can be correlated as students read or are read to from biographies. Examples may include biographies of Christopher Columbus and Harriet Tubman in the third grade; Juan Crespi, Gaspar de Portolá, Bernarda Ruiz, and Junipero Serra in the fourth grade; and George Washington, Thomas Jefferson, Molly Pitcher, Abigail Adams, and Crispus Attucks in the fifth grade. After seeing visuals of and discussing the time periods and places described in the biographies, students can keep journals and sketchbooks as they read or are read to from the biographies. Important events in the person's life can be discussed, recorded, and charted in chronological order on time lines by students working separately or as a class. Small heterogeneous groups can select an event and illustrate it with a drawing, painting, or collage. Those works can then be added to a class mural that will reach from one side of the classroom to the other. As each illustration is placed on the mural, background areas can be filled in and students' statements or poetry about the events or people can be added. In these activities, students participate in integrated learning experiences that promote their understanding of history, their communications skills, and their social skills in ways that are not solely dependent on reading and verbal abilities.

(Content examples, *Framework*, grades three through five)

Investigating Continuity and Change Through the Arts

Before-and-after comparisons of issues or events require critical analyses, and the visual and performing arts can be used to make these analyses more explicit. After 1850, California was linked to the rest of the United States by the Pony Express, overland mail service, telegraph service, and the transcontinental railroad. In this exercise, students brainstorm and think critically about such questions as: What changes occurred in California as a result of these linkages? How did these

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

communication and transportation links affect the population, the economy, and the politics of the state? Students can illustrate the changes in a before-and-after sequence of drawings or cartoons. They can construct a pictorial time line that depicts in chronological order the changes that occurred in California. Working in heterogeneous groups, students can select an event and develop a skit in which half of the group portrays the period in California history before the event occurred and the other half depicts the period after it occurred. Skills in the dramatic arts are not solely dependent on reading ability and for this reason can provide an avenue for participation for more students.

(Content example, *Framework*, grade four)

Learning in Many Subjects When Studying History in Depth

When a historical period is studied in depth, teachers can form teams in order to share their expertise as they correlate learning among subject areas. For example, students studying early American history may become fascinated with whaling. They can map the voyages of the whaling ships and study the controversy regarding whaling today and the "Save the Whales" movement. The music teacher can bring in recordings of the whales themselves and teach the history and function of the sea chantey. Students can learn the chantey form and make up new words for traditional chanteys. The art teacher and science teacher can help students create a mural showing different species of whales, noting their various sizes and shapes. Math can be involved in the project by comparing the proportions of each species. Students can study murals painted by artists of the past and present from many cultures in order to understand the various uses and purposes of murals and to get ideas for creating an attractive composition with a center of interest. They can learn about shading and value and decide what type of paint will work best for the surface they are painting. When the mural is finished, students may work up a key that identifies the species represented, describes their characteristics, and locates their habitats. The mural and key may be shared with the rest of the student body along with a tape recording of the songs of the whales and the chanteys as sung by the class. This integrated and correlated approach to learning about a period in history helps underachieving students gain a broad range of knowl-

edge and skills within the context of one topic. Within the unit of study, there will be places for each student to use or discover his or her special area of strength.

(Content example, *Framework*, grade five)

Studying History Through Art

Through their power to communicate, both visually and emotionally, works of art created during historical periods can connect students to the history curriculum.

Each period of history had its artists who not only reflected their feelings and impressions of the times in which they lived but also, in many cases, left us the only records we have of their cultures. Early humankind is studied through the cave paintings in Altamira, Spain, and Lascaux, France, and in artifacts from throughout the world; Egyptian history comes to life for students through tomb paintings, hieroglyphic writings, architecture, statuary, ceramics, and jewelry. Aztec and Mayan cultures are understood through their artwork. The works of John Copley, Benjamin West, and Charles Wilson Peale provide glimpses of the colonial period, and the works of West, Peale, John Trumbull, and Emanuel Leutze depict revolutionary times. Viewing and discussing the works of the battlefield artists who did engravings for *Harper's Weekly* and the works of Winslow Homer give students a vivid picture of the Civil War. During the Jazz Age, blacks who were visual artists, poets, philosophers, novelists, dramatists, and musicians contributed to an artistic and intellectual outpouring that established Harlem as the international capital of African-American culture. This movement, the Harlem Renaissance, was spearheaded by W. E. B. Du Bois, Alain Locke, and Langston Hughes. Through their power to communicate, both visually and emotionally, works of art created during historical periods can connect students to the history curriculum. An analysis of the visual content and meaning of works of art can raise many questions and thus capture the curiosity of otherwise disinterested students.

(Content examples, *Framework*, grades six, eight, and eleven)

Investigating a Period in Depth Through Language Arts

When they produce newscasts that "report" on issues and events of a particular period in history, students actively participate in exploring that period by introducing learnings from other disciplines. Skills and knowledge from language arts, mathematics, and the visual and perform-

Students can be part of the writing teams and can also help create story boards, design sets, create backgrounds, act in performances, or produce musical tapes for the program.

ing arts are combined as students write scripts and present programs that feature individuals and events from history to their classes, schools, or communities. Students, in roles as newscasters, prepare commentaries that dramatize the historical events that highlight the interrelationship of the geography, politics, religion, technology, arts, scientific discoveries, and people's daily lives of the period under study. These presentations require research into other subject areas such as science, art, and music. In the seventh grade, "news correspondents" might give a live report from a battlefield, bazaar, hospital, or church of the medieval period. Other correspondents interview kings, soldiers, artists, nobles, doctors, priests, and peasants of the France of Louis XIV. Panels of experts of a period are interviewed, or key figures engage in a television debate. Costumes and sets can be elaborate or minimal. Examples of possible topics for newscasts by students in the eleventh grade include the re-creation of astronaut Neil Armstrong's walk on the moon through interviews at Mission Control, the man-on-the-street depiction of the new popular culture of the 1920s, or a report on the Great Depression of the 1930s and its causes. Each student can take the responsibility for completing a task for which he or she has a special talent or interest. Students can be part of the writing teams and can also help create story boards, design sets, create backgrounds, act in performances, or produce musical tapes for the program. Through these active learning projects, students come to appreciate that the story of humankind brings together knowledge from many areas of study. Students also experience the benefits of team support and learn that they have a contribution to make and personal strengths to develop.

(Content examples, *Framework*, grades seven and eleven)

Learning About Economics by Studying a Period of History

The study of economics at any grade level deals with the core concept of scarcity. History, economics, and mathematics are correlated as students study banking and the stock market. Fourth graders can stake claims in fictional gold mines and sell mining stock. Small groups can research the records of mines that were especially profitable, noting where they were located and how they brought wealth both to the area and to those who discovered, claimed, and exploited them. The class may simulate events in areas that were mined, demonstrating the various ways in which gold was extracted in the early days of mining, thus making

connections to science and technology. As students study economics in grade twelve, they can play the stock market by establishing simulated personal or small-group stock portfolios, checking their gains or losses daily in a newspaper, and analyzing the reasons for profits or losses from their investments. To add historical perspective, students can compare the current financial situation to that during the collapse of the national and international economies in 1919. Current issues such as the savings and loan crisis and the role of the government in maintaining the economic status quo can be explored. Guest speakers can be invited to discuss the various stock and investment options available to individuals and the advantages and disadvantages of each. Mathematical operations and concepts such as percentage can be used as students create and study graphs and tables. Students can learn about and be more comfortable with banking and financial services through participation in these classroom simulations.

(Content examples, *Framework*, grades four and twelve)

Noting Clues to History and Geography in Biographies

Learnings in language arts, history, geography, and the humanities are correlated as students read and are read to from biographies. For example, *I, Tut: The Boy Who Became Pharaoh*, by Miriam Schlein, or books about the life of Mahatma Gandhi give descriptions of the times and places in which their characters live. References to geography, religions, laws, technologies, arts, celebrations, food and water supplies, scientific discoveries, medicine, economic and political systems, transportation, and resources are often included. Students can keep written and visual notes in these categories as the biographies unfold. Small groups can combine their notes and develop a profile of the times in which the books are set. The class can then share profiles on a large chart and fill in missing information from textbooks or from other reference material. Students learn to classify information provided in the context of an interesting story about real people. This also helps them

recognize the relationships between the events, problems, needs, and celebrations of the past and these same factors in their own lives.

(Content examples, *Framework*, grades six and ten)

Researching with Drama and Language Arts

Interdisciplinary studies are useful in research into events or issues in history. They can enhance the staging of dramatizations, debates, and simulations of these events or issues. Students can research the historical development of the United Nations (U.N.) to help understand its functions today. They can view videos of the U.N. General Assembly in action and then role-play a simulated session. Addressing each other as "The ambassador from . . . ," students can be dressed for their parts. They can make flags for their desk tops and participate in discussions of controversial world issues, such as the greenhouse effect, ozone depletion, the killing of whales, or the destruction of the rain forests. These "ambassadors" can debate current positions for and against the involvement of the United States in the U.N. or the U.N.'s role in decisions regarding Israel. Their positions on issues may be substantiated through research by members of their "personal staffs." These staff members (other students) can study the country's economy, culture, government, and position in the world of nations and develop charts, graphs, and visuals for the ambassador to use in debates. These activities could lead to an interdisciplinary project that involves other teachers. Science teachers would provide expertise if the issues were scientific or ecological in nature. Language arts teachers would help to identify pertinent literature and biographies, help students write dramatizations or plays, and prepare students to play the roles of journalists who interview ambassadors and their staff members about conditions in their home countries. As a culminating activity, an international luncheon or dinner could be served and followed by music and dance performances representing traditions from the various countries. Assistance can be provided by the home economics and performing arts teachers, parents, and the community. Consular offices and foreign students at nearby college campuses can also participate in this learning activity. Students come to realize that learning occurs across departmental lines

just as decisions that are made in one country may affect another. This type of activity can motivate students to participate and follow through as their contributions become an important part of a group activity. The many types of skills that are exercised in this unit lead students toward success as they acquire knowledge in several subject areas. Students in English-as-a-second-language programs may experience their bilingual abilities as special strengths in these activities, which might prove to be positive multicultural experiences for the entire class.

(Content examples, *Framework*, grades ten and twelve)

Solving Mysteries of the Past Through Science

Students working in groups can gather photographs or replicas of artifacts from a culture and see what they can discover about the people who made the objects.

Archaeologists use the skills of historians, mathematicians, and other scientists as they observe, theorize, and test in order to locate and date the artifacts that help us know what happened in the past. Videotape, television, and computer software programs as well as books are available that make a mystery-solving activity out of learning about, for example, Mayan civilizations or colonial Williamsburg. Students can speculate on the kinds of artifacts that would offer clues to the form of government, kinds of institutions, systems of economic organization, and modes of transportation and to the arts, amusements, food, clothing, shelter, and customs of the culture under study. Students working in groups can gather photographs or replicas of artifacts from a culture and see what they can discover about the people who made the objects. They can relate archaeology to their own lives by putting together "culture clue kits" for other small groups of students to analyze. Clue kits could include "artifacts" found on the playground or at home or magazine pictures that show geographical and architectural features and advertisements for products and for entertainment such as movies and celebrations. Students will respond to the exciting mystery-solving appeal of archaeology. They will learn that historians understand the past by studying written records and learn from archaeologists who study the human-made objects that people left behind.

(Content examples, *Framework*, grades four through eleven)

ACCESS STRATEGY 3

Connecting History to Personal Experience

Students interact personally with the content information when the major learnings in the history–social science curriculum are connected to the students' own interests, experiences, and prior learnings.

STUDENTS often view their time in school as separate from and unrelated to their personal interests. They may find little use in studying historical events and cannot relate the past to events in their daily lives or to their personal environment. Helping students see the relevance of the study of history–social science to their roles as current and future citizens will motivate their participation in that study. They will learn how the present is influenced by the past and how their actions now may affect the future.

Teachers who are cognizant of both the commonality and the diversity of students' interests, cultural backgrounds, and home and community lives can help them make connections to history's content. As each history–social science unit in the curriculum is approached, the teacher reflects on how the historical content can be related to the interests of the students in his or her classroom so that their curiosity will be sparked.

Support for connecting the curriculum to the experiences and interests of students is evident in many current publications. *Schools That Work:*

Educating Disadvantaged Students recommends instructional strategies that help students relate new information to what they already know. The U.S. Department of Education's *Study of Academic Instruction for Disadvantaged Students* points out that, like anyone else, educationally disadvantaged students come to school with preconceptions about the world. These students may face not only the necessity of rethinking their theories (that may misrepresent the world) but also the tasks of learning the school's culture and mastering academic skills. In the effort to ensure success for these students, much is dependent on instruction that includes teacher-student and student-student discussions about the meaning and interpretations of material in history–social science and its relevance to students' lives and experiences. The curriculum must draw on students' experiences and knowledge.

Students' interests can be sparked by including the art, drama, music, dance, literature, celebrations, law, religion, sports, and social structure of the culture or country being studied in the history curriculum.

The students themselves are resources for information to be used to implement this access strategy. A migrant or immigrant student's experiences can be used as a starting point in studying topics in California's history or the settling of the Western Hemisphere. Their experiences then become a part of the historical content being taught. Students can analyze the influence of important events in history on the lives of their ancestors and on their own lives today as citizens of the world. They can begin to view history as a story of people like themselves who had and have ideals, achievements, successes, and failures.

Daily life experiences can be the starting point for teaching history–social science. Studying food, clothing, and transportation can be related to topics such as taxation, economic interdependence, distribution of physical or natural resources, geography, the imbalance of foreign trade, the environment, or the mechanisms of supply and demand. Students' interests can be sparked by including the art, drama, music, dance, literature, celebrations, law, religion, sports, and social structure of the culture or country being studied in the history curriculum. Home, school, or classroom rules that directly affect the students can become starting points for teaching ethics.

Controversial issues, both in history and in current affairs, can also be used to interest students in history's content. In this approach, students read or hear about a current controversy in the newspaper or on television. They then look back into history and find that the controversy has roots in a similar issue in the past. Freedom of the press is traced back in time as students determine what is appropriate for inclusion in the school or class newspaper. School or classroom rules may be related

Students learn best when the material they are studying attracts and holds their interest, attention, and commitment.

to past or current issues of civil liberties. The *History–Social Science Framework* encourages teachers to help students see controversial issues through varied perspectives. Through direct classroom experiences with issues that are important to the students, they learn ". . . that people in a democratic society have the right to disagree, that different perspectives have to be taken into account, and that judgments should be based on reasonable evidence and not on bias and emotion." (*History–Social Science Framework*, page 7)

Students learn best when the material they are studying attracts and holds their interest, attention, and commitment. Questions and challenges that relate and apply to their lives are what students find interesting. If students are focused on relevant questions, they are challenged to do the work necessary to discover the answers. The teacher becomes a facilitator for the active engagement of students in discovering for themselves the meaning, relevance, and appropriate application of the content.

CLASSROOM ACTIVITIES FOR STRATEGY 3

Connecting to Common Themes in World Cultures

Many basic human needs are the same in all cultures and are relevant in each person's life. In the study of history in the second grade, students learn about the many people who work to supply their daily needs. They begin to understand basic economics as expressed in human wants and needs, supply and demand, and the importance of international trade. Daily needs, such as the foods we prefer as influenced by our culture, can be discussed and the topic pursued by a trip to a local market. A chart can be developed that shows the different kinds of foods students eat. Do all students get carbohydrates from bread, or do some prefer tortillas, corn, potatoes, rice, or sweet potatoes? Do they eat beans, tofu, or meat? Can some of the common foods we eat be traced to places where students or their parents lived at one time? As an extended activity, parents or grandparents can demonstrate the preparation of traditional dishes from their families, and the class can trace on a map how the ingredients got to their kitchens. Questions might include: Where does the food come from? Who produced it? How did the food reach the market? This activity helps students gain an appreciation for cultural similarities and differences while making global connections between food production and consumption.

(Content example, *Framework*, grade two)

Connecting Consumer Goods to Geography and Economics

Because we are all consumers, the products we buy can be an interesting focus of study. Trade relations with other countries, tariffs, and import and export regulations can be connected to students' interests in clothes, cars, and food. Students can look at their clothing labels to find out where each article was made. They can locate on a map where

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

the clothing was made and research whether the fibers were produced there also. As another activity, students can chart on a map the origins of the fruits and vegetables they eat. They may also note alternate sources of certain produce when it is out of season in the United States but still appears in local markets. The sources of food and clothing in times past can be researched. Older students can research the auto industry to discover whether and how much of an "American-made" car is really made in America. They can also explore the trade restrictions that countries impose on one another. These activities can engage students at a personal level and lead them to an understanding of the economic significance of domestic goods versus foreign goods. They may recognize the interconnectedness and mutual dependencies that are factors in world economics and trade and the direct effects these factors have on what they purchase as consumers.

(Content examples, *Framework*, grades four, ten, and eleven)

Connecting History and Geography to Family Roots

Students may become more interested in a given period of U.S. history when they realize that the lives of their family members and friends are a part of that history. When studying the exploration and colonization periods of U.S. history, students can compare sources of, reasons for, and patterns of migration and immigration, realizing that many families either immigrated to the United States or migrated within the country. There are a variety of reasons why people of different racial, religious, and ethnic groups came to and continue to come to the United States. Students can compare and contrast the experiences of people of long ago with those of their own families and ancestors or of other contemporaries. Students can develop a chart that compares the reasons for immigration or migration during different periods in U.S. history such as the exploration and colonization period or the Gold Rush period in California. Such a chart can show the reasons why their parents, ancestors, or friends settled where they did. Students will learn that people who immigrated did not all come at once and that they came for different reasons. Immigrants came to the United States because they identified with ideals found in

American principles of government and because they sought the opportunities offered by free enterprise. The language and values found in the Declaration of Independence and the guarantees provided by the Constitution and its Bill of Rights apply to all Americans, regardless of their racial, ethnic, or economic backgrounds. These guarantees become relevant to students as they compare current times and perhaps their own families' roots with the movements of peoples of the past from many parts of the world. They may consider the divergent paths of the American people during the development of the West, Northeast, and South or the waves of immigrants that have produced ethnic diversity and caused demographic shifts in the modern world. Why would some leave and some stay? This activity may give all students a better understanding of the fact that our national history and the history of the world is a complex story of many peoples of all nations, and that the students are a part of—and play a role in—this story in their roles as responsible citizens now and in the future.

(Content examples, *Framework*, grades four, five, eight, ten, and eleven)

Connecting Rules and Laws to Ethics and Values

To personalize a discussion of the rules and values that shape our American culture, students can first examine the rules established in their own families. They may interview their parents, siblings, grandparents, relatives, neighbors, or classmates. Students can compare the rules in effect in different families and note changes over time. Family rules can be compared to the rules that govern society. Students can reflect on why rules are important and what rules they feel they would like to change and why. They can predict how some rules may change in the future whereas others will stay the same. Students can discuss their findings and opinions with classmates in small cooperative groups. They may volunteer to study specific categories of rules, noting who the rules apply to, such as the youngest or oldest child in a family, persons of certain religious beliefs, or males or females. *Lord of the Flies*, by William Golding, may be useful follow-up reading to a discussion by students of rules and the formation of a community. Viewing a film made from this novel is a way for students to understand its symbolism. In grade seven, students can study the Confucian structure of the family and society and how this philosophy has permeated Asia through time and place in business, government, and schools. In grade ten, students can explore the ways in which kinship patterns affect the structures of societies. The

Students can explore the ways in which kinship patterns affect the structures of societies.

works of cultural anthropologists can provide a wealth of material for this research. Students in grade twelve can reflect on how each generation of Americans has made contributions to our laws and has created mechanisms to deal with new problems and to address inequities. Students need to feel that they are a part of society and that the rules embraced and enforced by the larger society originated as early peoples found their way to survival.

(Content examples, *Framework*, grades two and five through twelve)

Learning History and Government Through Group Projects

To understand the formation of early civilizations, students may work in heterogeneous groups of three or four to postulate a utopia of their own design.

By making decisions as a group in the process of creating and developing a project, students can come to a better understanding of the decisions people have made in the past and how one decision has affected another. To understand the formation of early civilizations, students may work in heterogeneous groups of three or four to postulate a utopia of their own design, using decision-making and critical thinking skills, writing, art, science, and math. In the process, they will learn how people in a society work together, establish rules, and develop social and economic systems. They may discuss and identify the needs of the people in their society and how meeting these needs may affect the ecology and natural resources of the region in which they live. In this activity, students can write a constitution, develop a legal system, build a three-dimensional model to represent their country, and develop tourist information that describes the points of interest and the geography of the country. The models and constitutions may be displayed, and faculty and visitors can note which country they find particularly interesting, unique, or problematic, and why. Students can then meet again to see whether they need to amend their constitution or pass new laws. Students will benefit from this activity because they will be able to choose from a variety of ways to contribute to the project and to express their ideas. They will also begin to understand how societies are formed and why governments are constituted. They will gain a better understanding of how the U.S. Constitution was developed and how the Bill of Rights fits into it. By working in heterogeneous groups, students will have opportunities to share ideas and benefit from mutual support.

(Content example, *Framework*, grade six)

Connecting to Topics Through Direct Experience

A firsthand understanding of a concept or topic can be gained by experiencing it in or out of the classroom. Simulated situations can help fifth-grade students understand taxes and how the American colonists felt about British taxation. In a simulation, students can be taxed for using the playground, getting a drink of water, sharpening a pencil, or using the library. A selected group of students, representing the British government and King George III, can impose new taxes on the rest of the class, who represent the colonists. Students can voice their protests in speeches, pamphlets, and articles or by simulating the Boston Tea Party. In the sixth, seventh, or tenth grades, students can portray the serf-lord relationship in which taxes and rents are imposed and collected. When links to the present are being made, the discussion may include areas of the world where people still toil daily for a landowner. An activity for a grade twelve economics course can be to create a tax system. For example, students earn tax credits, complete assignments, and then file a tax return. Property taxes are levied on their desks. Income earned for completed homework is reported along with income earned from other sources outside the classroom. The class or its elected members decide on the rules by role-playing a town council meeting. Groups of students can research products currently taxed, the reasons for the tax, and how special-interest groups affect the tax structure in their community. Students learn through involvement. They experience how taxation can affect their own lives in class and are able to connect that experience to the broader world in both the past and the present.

(Content examples, *Framework*, various grades)

Connecting to the Past Through Current Issues

Relating historical events to current events that affect their lives nurtures in students a sense of historical empathy, continuity, change, and cause and effect. They can discuss and debate events or conduct "talk shows" on which current issues such as civil rights and women's rights are tied to events from the past that have shaped the present. Through literature such as *Black Boy*, by Richard Wright, secondary school students can read about discrimination. As minors, they may be

interested in discussing their rights in areas such as employment, credit, and insurance and the purchasing power of their age group. Other issues in which the past and the present are compared can include the changing lives of children, the environment, the homeless population, and the growing number of senior citizens. These issues may have direct bearings on the lives of students. When students understand how current issues affect their lives, they may be more interested in tracing these issues back through time to discover aspects that are common to both the past and present and to identify the positive and negative changes that have occurred as these issues have evolved.

(Content examples, *Framework*, grades six through twelve)

Connecting to the Community

Familiarity with the local community can broaden a student's view of the world community through an understanding of the concepts of continuity and change. The study of the history and geography of the United States can be enhanced when students compare their neighborhoods with neighborhoods of the past as pictured in books and primary source materials. Provided with a list of clues for comparing the past to the present, students can take a walking tour of the community. They can collect data by taking photographs or slides and drawing maps or making sketches of buildings and monuments. They may observe and record the physical setting and geography, evidence of the effects of technology, and other aspects of their community that can be compared to those of various places in the United States. Students can interview parents, grandparents, or neighbors who have

Familiarity with the local community can broaden a student's view of the world community through an understanding of the concepts of continuity and change.

lived in the community for many years and invite guest speakers who can relate details of the history of the town or city firsthand. Students become amateur historians as they collect and record historical data. If the community is new, students can contact builders and city officials to inquire into the philosophy and regulations that control the growth of the community and the rationale for selecting place and street names. These data can be compiled in a written or oral report or presented as a slide show; a rap (conversation) about the neighborhood; as drawings, paintings, or murals; or as a play or skit. Older students' views of the same neighborhood can be compared to accounts found through research. Their views may reveal biases. Eighth-grade students can examine the transformation of social conditions in the United States from 1914 to the present. To make the situation more personal, the students can prepare an exhibit that creates a historical "portrait" of their school in the context of a changing neighborhood. This portrait can include pictures from newspapers' archives and school records of local historical events. A Hall of Fame of school alumni who have made contributions to the community, the nation, and/or the world can be established in the school to identify role models and enhance school pride. As students examine major turning points in American history in the twentieth century in grade eleven, they can examine how each of these turning points has affected their community. Examples might include issues of minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on society and culture, and changes in the ethnic composition of American society. These activities can provide students with insights into history and practice in historical research. And because the research activities suggested do not depend on reading and writing skills alone, they give students opportunities to use other areas of personal strength. Through these activities, students can become more familiar with and feel connected to their communities and can understand the larger concepts of continuity and change.

(Content examples, *Framework*, grades eight and eleven)

ACCESS STRATEGY 4

Adapting to Different Learning Styles

Teachers are able to engage students in the history–social science curriculum by using a variety of teaching strategies and print and nonprint materials that address different learning styles.

ALL students benefit from reading exciting period literature, examining primary sources, and participating in active learning. However, the history–social science curriculum for educationally disadvantaged students often is repetitious and drill-oriented. Repetition and drill do not prepare students to handle a "thinking" curriculum that requires in-depth knowledge and critical thinking skills. They need opportunities to delve into, think about, discuss, interpret, and analyze information. In so doing, they will learn to recognize problems inherent in the information and be challenged to try to solve them. They must have opportunities to organize and express their own ideas and opinions.

Teaching that is oriented to a sequential mastery of discrete skills limits students to a "basics only" curriculum that is devoid of stimulating content. A program that balances the acquisition of routine skills with appropriate novel and complex tasks has more to offer underachieving students because such a program involves them in the learning process. This approach includes the use of technology such as GTV (software and videodiscs with a geographic perspective on

American history). The key is to find an appropriate balance between teacher-directed work and activities that students pursue on their own initiative. Students need to understand what they are doing (and why) so that, over time, their capacity for self-regulated learning increases.

Another consideration in teaching underachieving students is that many of these students express themselves poorly in traditional school situations in which reading, writing, and listening are the primary modes of expression. The teacher needs to employ as many different modalities as possible to reach these students. Personal characteristics may affect how we learn best. Some students learn best by receiving information successively in small steps. They prefer a formal classroom structure. Other students obtain meaning more readily when introduced first to broad concepts that are followed by a focus on details. Students who are better adapted to visual learning need to *see* the information in order to know it; auditory learners need to *hear* information to know it; and kinesthetic learners need to *do* it (use the information in a physical way) to know it. Most students remember information most efficiently when they are actively involved in seeing, saying, *and* doing. Educationally disadvantaged students can master the same content; how they master it may be determined in part by personal tendencies toward particular approaches to that content.

Because each learner is unique, a variety of strategies and activities for presenting history–social science content can be used so that each student experiences success.

The teacher's instructional strategies, therefore, must take into account the variety of students' propensities, needs, interests, and talents. Because each learner is unique, a variety of strategies and activities for presenting history–social science content can be used so that each student experiences success. For example, the teacher schedules times when students will work independently on their own tasks or projects that have been initiated from coursework and other times during which students will benefit from each other's strengths and insights by working together on projects. Time should be provided for reading and independent library research and for students to learn from assignments that involve them actively, such as role-playing, dramatizations, storytelling, readers' theater, art, music, poetry, community service, technologies of all types, interviews, field trips, local or oral history projects, debates, simulations, and cooperative learning experiences. Multisensory activities that take full advantage of students' personal resources can improve their retention of important historical issues and events. The use of these varied and active techniques will allow students to present their personal interpretations and impressions using their own most effective modes of expression.

Working together in activities not only promotes learning in history–social science but also enhances the acquisition of language and strengthens participatory skills.

Many of the activities suggested above involve cooperative learning in group situations that minimize unproductive competition and the isolation of individuals. As part of their acquisition of participatory skills, underachieving students can plan learning activities together, divide tasks among themselves, and responsibly carry out study or project plans that can culminate in a presentation, a report, or a display for the class. These culminating activities can be used to assess students' learning. Working together in activities not only promotes learning in history–social science but also enhances the acquisition of language and strengthens participatory skills.

CLASSROOM ACTIVITIES FOR STRATEGY 4

Using Visuals to Clarify Topics

Visual devices, such as pictures, charts, videotapes, and films, are important resources for introducing most topics. The teacher and students can compile a picture file from magazines and newspapers to illustrate historical periods or events. A slide collection can be developed and used to illustrate places, artifacts, events, or the lives of people. Local history and geography can be brought into the classroom on slides taken in the community by teachers or older students. Teachers or older students can use a camera copy stand to make slides from books and magazines, then arrange them in a visual display. Older students can make videotapes of places in the community to record important historical monuments, noteworthy architecture, or changing landscapes. Students will benefit from the use of visuals that present clear images of topics under discussion. Visuals are particularly helpful in establishing a context for historical or current topics for the benefit of limited-English-proficient (LEP) students.

(Content examples, *Framework*, various grades)

Using Outside Resources

Students are able to use a variety of learning styles when outside resources are brought into the classroom or when the class visits resources in the community. An American Indian storyteller might be invited to the classroom to share authentic information about tribal identity, social organization, arts, folklore, and customs. The discussion might include the location and composition of villages; the structures that were built and the materials that were used; the relationship of the structures to the climate; the methods used to obtain and prepare food; the materials used for clothing, tools, and utensils; and the trade that occurred with other Indians. A visit to a local museum that features California Indians' cultures might follow the presentation. Students can create legends, stories, or songs that incorporate personal cultural symbolism. Students can develop a sensitivity to other cultural groups

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

through direct contact with people of these groups. This strategy can encourage empathy for and understanding of all people, past and present.

(Content examples, *Framework*, grades three through five)

Learning About Local History Through Interviews

Students can increase their knowledge of local history by conducting interviews. They may first study the local geography by mapping the streets around their schools and neighborhoods. They can indicate where they live and identify neighbors they know who might be interviewed. Students in the third, fourth, or fifth grades can focus interview questions on migration and immigration to the area. They can tape their interviews of friends and family. As opinions obtained through interviews are recorded, the class can create its own archives of the community. The archives can then be updated by ensuing classes. Students can also tally the opinions gathered from the interviews to create an opinion poll, chart, or graph. Some students can write a story or column for the school newspaper based on the class's research. Students who have difficulty with writing may find greater success in this activity because it depends more on verbal than on writing skills. Students in LEP programs may record their findings on audiotape in their primary languages, and support staff can help with the translations.

(Content examples, *Framework*, grades three through twelve)

Learning History Through Folklore

Enthusiasm for the past can be generated by folklore and other oral history. *Tall Tale American* tells the stories of legendary American figures such as Paul Bunyan, Pecos Bill, and John Henry. *How We Came to the Fifth World* and *The Invisible Hunters* are stories from the oral traditions of Central America. After hearing the tales, small groups of students can analyze them to separate facts from fiction. Students may act out the stories and write or tell their own tall tales or folktales. They can make tape recordings or illustrate their stories, placing their heroes or heroines in accurately portrayed historical time periods or events. These activities provide underachieving students with a variety of ways to create and present their own tall tales. They learn about a historical period through involvement in activities that spark their interests and imaginations.

Students may act out the stories and write or tell their own tall tales or folktales.

(Content examples, *Framework*, grades three through five)

Learning Through the Senses

When students make three-dimensional visual and spatial comparisons, they gain a better sense of direction and size. Large maps of the area around the school and scale models of the community can provide this kind of spatial perspective for students in primary grades. Topographical maps can be built in the intermediate and middle grades. When the geography of the United States or the world is being studied, large maps can be drawn on the classroom floor or outside on the playground. Students can stand on the states or countries indicated to get a sense of relative size, direction, and spatial relationships. When studying the settling of the colonies in the fifth grade, small heterogeneous groups assigned to different colonies can "land" on the map and travel, migrate, or immigrate to the appropriate locations. Illustrations that students have prepared can be displayed to show physical characteristics such as settlement patterns, architecture, and transportation networks. Students in the sixth or seventh grade can also engage in these activities as they study and compare the development and movement of civilizations. These activities provide underachieving students with visual and spatial concepts of geographic landforms and their relationships to one another. Students can gain a better understanding of the geography of the United States and the world through their visual or kinesthetic senses.

Illustrations that students have prepared can be displayed to show physical characteristics such as settlement patterns, architecture, and transportation networks.

(Content examples, *Framework*, various grades)

Learning Through Primary Resource Materials

Students gain insights into a time period and its events when they study primary source materials. Primary source materials go beyond official documents to include diaries, journals, and artifacts that students can actually handle. The grade six curriculum includes a study of Mesopotamia and Hammurabi's code. *Of Codes and Crowns: The Development of Law* is one resource for this topic. Students hear the tone

of these laws by listening to them read aloud to the class or in small groups. Groups can be assigned specific laws to discuss and compare with laws of today that may have evolved from earlier ones. Students can compare Hammurabi's code with rules in the school's student handbook to relate an activity to their personal lives. Learning is extended as some students participate in student government and see that they can be instrumental in changing or enforcing existing rules. When reading and discussing how the Bill of Rights affects our daily lives, students in the twelfth grade can trace the evolution of laws and individual rights through time. This helps them gain a sense of the continuity of the needs of people who function together in a society. The discussion becomes more personal for students when laws and rules that affect their daily lives are focused on first. By reading or listening to primary source material, underachieving students can gain a better understanding of continuity and change in the evolution of law in society.

(Content examples, *Framework*, grades six and twelve)

Combining Resources for Learning

Various styles of learning are facilitated when combinations of print and nonprint materials are used. Students may become fascinated with the medieval castles in the mountainous island nation of Japan and will learn the geography of the country by studying the castles. The locations of the castles were selected for their defensive advantages, and the selections were influenced by the topography. In small groups, students can plot the routes to the castles through the castle towns. Viewing portions of the video of the miniseries *Shogun* quickly places students in the appropriate time frame for studying this period of history. The literary piece to accompany this unit may be *The Samurai's Tale*. Taro, the central character of this novel, is confronted with decisions that involve power, ideals, and values. Students can explore the code of the samurai and its equivalent at the management level of today's executives in Japanese corporations. The video series *Japan* is another useful visualization tool for students. Japanese mythology can be compared with that of the Greeks and Romans. The Japanese creation myths of Izanami and Izanagi can be compared with the creation myths of other cultures. This study, which began with a look at Japanese

castles, can lead to the study of castles in Europe during the High Middle Ages as students compare Western Europe with Japan during this time period. By starting with a topic that is likely to interest students and then illustrating that topic with various print and nonprint media, teachers can draw many underachieving students into the study.

(Content example, *Framework*, grade seven)

Using Drama to Learn Through the Senses

Dramatic techniques create active learning situations that engage several senses and engender in students empathy for the person or peoples of the times being studied.

Dramatic techniques create active learning situations that engage several senses and engender in students empathy for the person or peoples of the times being studied. When teachers read primary sources and literature aloud and the material is discussed, opportunities arise for dramatizing or improvising on the situation or event under discussion. Improvisation means making something up as one goes. It is a way to focus students on the meaning and sequence of an event rather than on having them memorize other people's words from a script. An eighth-grade student can stand on a "soap box" to express her or his opinions and feelings about the Seneca Falls Declaration. Students in the tenth or eleventh grades can portray young Chinese students talking to a Chinese soldier about the 1989 student movement for democracy. An eleventh-grade student can portray Woodrow Wilson discussing his Fourteen Points at the League of Nations or dramatize various reactions to women winning the right to vote. Improvisation provides a way for students to empathize with the feelings of the characters they are playing without learning detailed scripts.

(Content examples, *Framework*, grades eight, ten, and eleven)

Engaging Students in History with Dramatic and Theatrical Techniques

Many dramatic and theatrical techniques can be used to engage students in the study of history. Readers' theater, improvisation, role-playing, debates, and more formal dramatizations can offer students opportunities to appreciate the deeper meanings and consequences of the human story that history relates. Through readers' theater, students working in small groups can script a piece of historical literature or parts of a diary, such as that of a pioneer woman, and then read it aloud dramatically. Other students may choose to compose protest ballads like

those of the 1960s or write verses in "rap" style that will demonstrate their understanding of the issues under discussion, such as protecting the environment or promoting human rights. More formal dramatic presentations require a diversity of skills. Students' interests are kindled and their abilities are reinforced as they choose roles as producers, editors, directors, playwrights, musical composers or directors, actors, comedians, set designers, or members of a camera or set crew. Whatever their roles, students of all ability levels can cooperate to bring history to life and gain a deeper understanding of and empathy for people of past and present times.

(Content examples, *Framework*, various grades)

Learning History with Technology

Many students are skilled at using computers, video equipment, and other technology. Computer software programs are available that help students learn about history. There are programs that simulate a trip across the United States during the times of the pioneers in which players encounter great obstacles and have to make decisions that determine their chances for survival. Instructional video resources can help students learn geography, provide historical simulations, and foster an appreciation of cultures around the world. Videodiscs can provide a file of pictures from the past or from a selected geographical area. Students can use video cameras to create their own productions from a collection of newsreels of the past. They can write their own scripts and act in their own productions. Some students may respond better to instruction that uses technology because it does not depend so heavily on reading ability.

(Content examples, *Framework*, various grades)

Learning Through a "History Day" Approach

The observance of National History Day can provide students with opportunities to use several formats for conducting and presenting historical research in the arts, social sciences, literature, and the language arts. This approach, employed at the classroom level, can enliven any theme or topic in history as students write papers based on their own research and devise imaginative projects, such as original performances or media presentations. In researching their topics, students can visit

The observance of National History Day can provide students with opportunities to use several formats for conducting and presenting historical research in the arts, social sciences, literature, and the language arts.

historical sites to gather information. Working alone or in groups, students can draw on resources such as oral interviews, newspaper or manuscript collections, family letters and photographs, and published primary sources. Historical papers may include fictional diaries, poems, and other types of creative writing. Projects illustrating and explaining a theme can include models, photographs taken by students, students' drawings and illustrations, media such as slides or tapes of brief oral interviews, and brief written materials. Performances developed from students' own scripts should have a time limit and can include simple scenery, costumes, and props. Media presentations created by students should also be limited in time and can consist of slides, tapes, videos produced by students, or computer programs. Conducting research for group or individual activities can lead students to new discoveries and knowledge. The History Day format offers students alternative ways to demonstrate the depth of that knowledge. When students are given appropriate assistance and support on these projects, they develop a deeper appreciation for and interest in the study of history along with improved confidence in their personal ability to understand historical content.

(Content examples, *Framework*, grades five through twelve)

Learning Through Oral History

Reading, hearing, and conducting oral histories is a powerful way to learn about historical events such as the Holocaust; the internment of Japanese-Americans during World War II; the nuclear arms race; and the Korean, Vietnamese, and Persian Gulf wars. Social issues, such as the civil rights movement, women's rights, world hunger, and the homeless population, and environmental and health issues can be illuminated by oral histories. At the local level, continuity and change in the community can be the subject of interviews. Oral history has been defined as tapes or transcripts that record reminiscences about which the narrators speak from firsthand experience. The personal accounts of history's participants can fascinate students, inspire them toward more research, and make them aware of diverse points of view on issues. Engaging in conversation with a living

Reading and conducting oral histories help enliven the study of history and make it more personal and relevant to students, who grasp the fact that people both make and record history.

resource can help students realize that history is, in fact, the story of people, their experiences, and their personal beliefs and opinions. Before students conduct oral histories on their own or in small groups, they will benefit from hearing or reading examples, such as selections from *Bloods: An Oral History of the Vietnam War by Black Veterans; A Piece of My Heart: The Stories of 26 American Women Who Served in Vietnam; And Justice for All: An Oral History of the Japanese-American Detention Camps; I Didn't Say Goodbye: Interviews with Children of the Holocaust;* and *The Good War: An Oral History of World War Two.* Hearing or reading oral histories that pertain to the topic under study stimulates students' interest and gives them ideas for questions to ask in interviews. An effective way to begin is for teachers to model the process by conducting and taping oral history interviews in class. Teachers can use questions generated by the students, reminding them that effective questions avoid yes or no answers. Before students conduct their own oral history interviews, they can review and critique those recorded by teachers. Students can reflect critically on how oral histories are developed; the types of information they contain (factual, mixed with opinions, biases, and local color); what they found most interesting, and why; new information on a subject; and whether the information from the oral history confirms or contradicts accounts found in textbooks, newspapers, and other sources. Reading and conducting oral histories help enliven the study of history and make it more personal and relevant to students, who grasp the fact that people both make and record history. Their self-confidence is enhanced as they use and improve their interviewing skills, and their efforts are validated when the tapes and transcripts they produce are included in the school's oral history library and made available for use by other students and classes.

(Content examples, *Framework*, grades ten and eleven)

ACCESS STRATEGY 5

Integrating Social Participation Skills in the Curriculum

Students develop abilities that are useful in their lives when educators integrate appropriate social participation, thinking, and study skills in the history–social science curriculum.

THE study of history and social science leads students to question assumptions, solve problems, and challenge the validity and meaning of what they read, hear, think, and believe. Students should be encouraged to think critically about what they are taught, to actively participate in becoming well informed, and to develop skills in personal and group interaction.

A "thinking curriculum," as defined by Lauren Resnick and Leopold Klopfer in *Toward the Thinking Curriculum: Current Cognitive Research,* is one that joins content and the skills of thinking. For example, students must be provided with facts and varied opinions—the who, what, when, and where—that lead them to reflect on the causes and results of major events. Reading purely factual information does not necessarily prepare students to engage in problem solving. Students may memorize material but be unable to understand, apply, or remember what they have learned. Facts are not absorbed without the addition of background information, a relevant context to which these facts can be linked, or an

application for those facts. Concepts need to be continually at work in contexts of reasoning and problem solving.

A spectrum of thinking skills, many of them crucial to the success of all students, are employed in the study of history and social science. Students become involved in defining and clarifying problems or issues as well as evaluating the information related to these issues. They solve problems and draw conclusions; learn to detect bias in print and visual media; and recognize illogical thinking, propaganda, and stereotypical thinking. They learn to reach conclusions that are based on solid evidence and to think critically, creatively, and rationally.

Having students read a chapter in a history textbook may prove to be a test of reading ability only rather than a test of understanding and the ability to think critically about historical events. The questions found at the end of the chapters may test students' abilities to recall or look up facts, but not test their understanding of the issues and events of history; the concepts involved; or the students' abilities to evaluate, solve problems, or reflect on the information presented.

Thinking skills can be honed when thought-provoking questions or dilemmas are posed for students. Chester E. Finn, Jr., in *What Works: Research About Teaching and Learning*, notes that of 61,000 questions in the teachers' guides, students' workbooks, and tests in nine history textbooks, more than 95 percent were devoted to factual recall. Finn gives an example of the difference between a factual and a thought-provoking question about the Gettysburg Address. Notice the difference between asking "When did Lincoln deliver the Gettysburg Address?" and asking "Why was Lincoln's Gettysburg Address an important speech?" To answer the second question, students must understand the speech and the times in which it was delivered. They must make a judgment as to why it was important and must analyze the events that led to the speech, the effects of the speech, and whether or not the speech made an impact on history.

The questions do not have to come from textbooks or the teacher. Students benefit from generating their own questions. After the introduction of a topic through a story, primary source, biography, picture, or song, small groups of students can generate questions that require their own research or questions for other small groups to consider. To do so, students must first understand the nature of critical inquiry and understand the material well enough to determine the impor-

tant issues. Students are more likely to feel ownership of their own questions and will be more interested in someone else's answer to a question that they have asked.

Frequent questioning of students is one way to monitor their understanding. Some students, however, are not inclined to speak up and participate in class discussions. Small-group participation can give these students a supportive environment in which they will become involved while they are learning how to participate comfortably and perhaps learning a new language. Students with limited proficiency in English are more likely to talk and ask questions during small-group activities in which they can use their native language with other bilingual students or practice speaking English. They may resist answering a direct question from a teacher in front of the whole class.

The teacher who creates an atmosphere that is conducive to discussion will be promoting valuable thinking, language acquisition, and participatory skills.

In general, students need more opportunities to discuss issues, take a stand, and express their opinions. The teacher who creates an atmosphere that is conducive to discussion will be promoting valuable thinking, language acquisition, and participatory skills. To do so takes time but usually results in a lively classroom setting. A trusting environment for discussion assures students that critical analysis is part of learning and that it can be engaged in while maintaining respect for each other's opinions. It is important to hear what students are thinking in order to guide them toward more information if their opinions or conclusions seem to be formed from limited or incorrect information. This environment can also provide immediate feedback to students, verifying and clarifying their understanding of the subject matter.

Students need help in developing participatory skills. They need an environment in which they can improve their ability to adjust their behavior in order to work effectively with others. They need to express personal convictions; develop a sensitivity to the needs, problems, and aspirations of others; and recognize their own biases and prejudices. Group experiences can be structured to help students develop a willingness to listen to the views of others, participate in decision making, set goals, plan and take action in group settings, practice leadership skills, and work toward resolving conflicts.

The development of both thinking and participatory skills depends on the possession of basic study skills, as suggested in the *History–Social Science Framework*. Those skills, which are special to the study of history and social science, can be practiced by underachieving students in activities in which they access information in alternative ways, such as:

- Obtaining information in ways that extend beyond reading the textbook to include analyzing and discussing photographs, political cartoons, and works of art; listening to speakers and tapes with the opportunity for discussion and questioning; using community resources; using electronic media; reading various forms of literature and primary and secondary source materials; and interpreting maps, graphs, and charts
- Organizing information at the individual level and in small groups and participating in class discussions in which each student contributes to the whole report
- Understanding the specialized language used in historical research and social science disciplines through instruction received in small groups and with reinforcement provided by support staff

Many other ideas are suggested in the activities that follow.

CLASSROOM ACTIVITIES FOR STRATEGY 5

Brainstorming What We Know and What We Need to Learn

In the planning or beginning of a unit in history–social science, a nonevaluative brainstorming session or survey is conducted with the students to establish what they already know about a particular topic and to help them realize what information they don't have. Students can be asked what they know about the topic and whether they are curious or have questions about aspects of the historical event, people, time period, or place. Third-grade students can be asked to brainstorm what they know about American Indians who live or lived in the region. Students in grade twelve might be asked what they know about the role of the courts as a major element in the governmental process. A narrower topic can be addressed in discussing what they know about due process of law or equal protection as guaranteed by the Fourteenth Amendment. The responses can be written on a class chart, and a list of questions to be researched can be developed. The chart is stored and the teaching unit begins with what the students already know and expands to the new content and questions. After the unit is completed, the information recorded on the chart can be reevaluated so that the class can see whether what they thought they knew was verified and whether their questions were answered. They may determine that they need additional information. The brainstorming or survey method encourages students to participate in a nonthreatening activity. A lively brainstorming session can also arouse the students' natural curiosity and lead them to ask questions they might not have thought of on their own. By getting a sense of the students' prior knowledge through the brainstorming activity, the teacher can focus instruction so that it connects appropriately to the background knowledge of the students.

A lively brainstorming session can also arouse the students' natural curiosity and lead them to ask questions they might not have thought of on their own.

(Content examples, *Framework*, grades three and twelve)

Using Various Note-Taking Techniques

Students may use a variety of approaches to taking notes on discussions held or media presented in history classes. They may draw pictorial notes, write in their primary language, or use symbols. It can be very beneficial for students to be permitted to use their personal notes when

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

taking a quiz or test. Students are thereby motivated to develop dependable and accurate note-taking techniques. Students can meet to review their notes with each other. Bilingual students can be encouraged to meet and review, share, and discuss understandings in their primary languages when helpful. Students benefit from developing their note-taking skills and from discussing, in small groups, what they understood from the information presented to the class.

(Content examples, *Framework*, grades four through twelve)

Developing Notes from an Outline

The ability to take good notes is an asset for students as they study and review topics in history. The teacher can prepare a skeleton outline of a lecture, film, or video for the students to fill out in their primary language as they hear or see the details. Or, the teacher can lead a clustering activity that is based on the lecture, film, or video. In a clustering activity, a term that defines the major concept under study is placed in the center of the page and circled. As related categories, ideas, associations, and/or connections are revealed or occur to students, these are clustered around and branched out from the focus concept. Students can continue to add new clusters and draw arrows from one cluster to another as they see connections and associations. After creating their clusters, students can begin writing about the associations they have found or can do research to find the answers to questions that may have surfaced during the clustering process. As they view a film, video, or slides, third-grade students receive an outline of natural features and landforms of the region and fill in descriptions or pictures of the mountains, valleys, hills, coastal areas, oceans, lakes, deserts, or other natural features. Seventh graders studying the rise of Islam as a religion and as a civilization can fill in an outline of the religious ideas of Muhammad, noting details of ethical teachings, the ways of life in the Islamic world during Muhammad's time, and the contributions of Islamic scholars to history and philosophy. An outline can also be used to analyze how Confucian thought returned China to its traditional values during the fifth century B.C. In each case, during the discussion that follows the lecture, video, or film,

underachieving students can be encouraged to refer to their outlines or maps. They can fill in information they may have missed by listening to the discussion, asking questions, or asking for points to be clarified. Follow-up quizzes, contests, and other incentives may encourage underachieving students to take detailed notes and to ask questions. Students can store their notes in a portfolio or binder so that they can record the progress they make in acquiring note-taking skills.

(Content examples, *Framework*, grades three and seven)

Assessing Students Through Activities or Performances

Students should have the opportunity to express their understanding in a variety of ways. Assessments of students' learning need not be limited to multiple-choice tests or to written responses. Second-grade students can work in heterogeneous groups to illustrate, in comic strip format, how produce gets from the farm to the market. Students in the fifth grade can illustrate events that led to the settling of the colonies. Eleventh graders can draw political cartoons that reflect the controversies and changes that occurred during the Progressive Era. Students may respond better to questions posed during oral discussions than to questions on written tests. They can demonstrate their learning by producing reports or by working on other projects such as slide shows or video productions. For some students, drawing a picture, a cartoon, a comic strip, or a "before-now-after" series of illustrations can serve as a test of whether they understand the history and geography that was taught in a particular unit. In each case, the criteria for the assessment must be clear to students before the task is completed. All of these activities require a high degree of critical thinking. Basic study skills, such as organizing and expressing ideas clearly, can also be used by students in group interactions.

(Content examples, *Framework*, grades two, five, and eleven)

Learning Through Letter Writing

Writing letters to contemporary figures, agencies, or a friend or relative about current or historical issues can help students clarify their thinking on a topic and improve their basic writing skills. Fourth-grade students may write a letter to Cesar Chavez expressing their views on

pesticides used on the farms in the San Joaquin Valley. Students in grade twelve may write letters to the editor of a newspaper or to governmental officials or agencies regarding contemporary issues such as acid rain, health care, taxes, or the plight of homeless people. Students may find it easier to express themselves about an issue in a letter format in which they use their own words and style than in an essay format. Students may give examples of, and elaborate on, what they relate to personally when they do not have to write "for the teacher." This activity can encourage students to think critically about their opinions and about what they have learned. They will have to judge the information they have gathered and draw conclusions based on solid evidence.

(Content examples, *Framework*, grades four and twelve)

Learning Through the News

In addition to stories and articles, political cartoons may be used to encourage analysis and critical thinking.

Because newspapers and magazines are available in several languages, they are more appropriate for some students than other printed materials. In addition to stories and articles, political cartoons may be used to encourage analysis and critical thinking. Eleventh-grade students may wish to research William Randolph Hearst and the "yellow press" when exploring how the media influences the public. Students can then compare the accounts of news events in various newspapers and news magazines printed in English to those printed in other languages to identify the points of view or biases presented in each. Students can learn about such news organizations as wire services, cable television news networks, and the daily newspapers from different cities such as the *New York Times* or the *Washington Post*. What they read in the newspaper can be compared with what they hear and see on television and hear on radio news broadcasts. Eleventh-grade and twelfth-grade students can compare the various opinions expressed and interpretations of the news offered by different publishers and the foreign press as students study the United States in recent times or examine contemporary issues in the world today. Ninth graders can use the news in the same manner in the elective course "Our State in the Twentieth Century," and tenth-grade students can use news accounts for research into nationalism in the contemporary world. Geographic studies can be enhanced when students locate each country mentioned in a current newspaper story on a map and then analyze the interrelationships of the issues raised. Students may respond

more positively to analyzing data from a newspaper or news broadcast than to reading a textbook. They may come to a better understanding of bias in the reporting of facts when they have two concrete examples, in accessible newspaper formats, to compare and contrast. By encouraging students to read newspapers, teachers may open doors to students' interest in current affairs and the community, improve their abilities to judge information related to a problem and draw conclusions, and enhance their interest in reading.

(Content examples, *Framework*, grades nine through twelve)

Using Works of Art to Interpret Information and Relate History to Other Knowledge

Critical analysis is practiced as students look for historical clues in works of art. Visual artworks can raise students' interest and curiosity about history. The art may depict an actual scene and reflect the artist's interpretation of and feelings about the subject or the times. As an introduction to a unit, reproductions of paintings or large study prints can be analyzed. For example, in grade eight a reproduction of a plantation scene could be a starting point from which to form a hypothesis about the people and the period it represents. Students can observe and reflect on the technology being used and the architecture, dress, jobs, transportation, and the social structure represented in the scene. They can compare and contrast pictures from this period with those of another time and place such as Honoré Daumier's *Third Class Carriage*, Jean-Francois Millet's *The Gleaners*, or Pieter Brueghel's *Harvesters*, *Haymaking*, or *Harvesters' Meal*. Seventh-grade students learn about the Renaissance through the extraordinary artworks of that time. Religion is reflected in the works of Michelangelo and Raphael. Albrecht Durer's works reflect human values and dilemmas, and the works of Hubert van Eyck and Rembrandt van Rijn depict everyday events and civic leaders of their times. The Apache Indians value craft work that joins beauty and utility and use these valued works in religious and social ceremonies and celebrations. Students in grades five and eight can analyze the materials the Apaches use in making masks, clothing, headdresses, and shields and

Students will begin to understand the power of the arts to communicate ideas that were important to the artist and to the culture in the times in which the artist lived.

relate the availability of the materials to the surrounding geography of the Southwest. The symbols used on these artifacts also reflect the environment and beliefs of the people. Small groups of students can develop research questions arising from their study of these works of art. For example, eighth-grade or eleventh-grade students may reflect on the work of German artist Käthe Kollwitz (1867–1945) and how she used art as a protest against the tragedy and suffering brought about by war and poverty. They can develop questions regarding what was happening at the time that inspired this work and relate the work to that of artists who express the same themes in contemporary times. Students will begin to understand the power of the arts to communicate ideas that were important to the artist and to the culture in the times in which the artist lived. Students sharpen their critical thinking and questioning skills as they research questions generated by the art and as they analyze the artists' messages, interpretations of the times, and techniques used for communicating.

(Content examples, *Framework*, grades five, seven, eight, ten, and eleven)

Developing Historical Empathy

When students reflect on the values and feelings of people who lived through events in other times and other places, such reflection can spur their interest in the causes and effects of history. The songs, poetry, drama, dances, memorials, and newspaper and magazine articles of a period under study can provide insights into the events and the sentiments of the nation at that time. The Jazz Age was named for people's responses to the times. The era of the Vietnam conflict can be compared with that of World War II or the Persian Gulf war by noting the home-front attitudes and comparing the songs of these times. Students can interview people or can research archives for old posters, newspaper stories, film segments, and television news accounts that depict the similarities and differences of these periods. Students may become

interested in the political and economic aspects of a historical period by first examining the values and feelings of the people who were involved, as reflected in the period's songs, dances, dramas, and memorials.

(Content examples, *Framework*, grades eight, ten, eleven, and twelve)

Learning Through Controversial Issues

Thinking and analytical skills are employed when students see historical controversies through the differing perspectives of the participants.

Historical accounts that capture the debates of the times may also capture the interest of students and help them understand how events both in the past and today provoke controversy. Thinking and analytical skills are employed when students see historical controversies through the differing perspectives of the participants. Segregation in early civilizations, in medieval societies, during colonial times, and during the founding of our nation can be related to conditions in the modern world for students in grades four through twelve. In grade ten, apartheid in South Africa can be compared with segregation in the United States and in other societies now and in the past. A visit to a local cemetery may demonstrate segregation by race, economics, or culture. Eleventh-grade students can study the emergence of the Black Power movement and consider issues such as school busing. Controversial issues, such as the segregation and discrimination that have affected people throughout history, may be relevant to the personal lives of students. As underachieving students learn to judge critically the information related to these issues, they are able to see patterns of individual and collective behavior in contemporary times and throughout history. As these patterns emerge, historical investigation becomes more relevant to students.

(Content examples, *Framework*, grades four through twelve)

Critically Analyzing Court Cases

Students define and clarify problems, judge information, and draw conclusions when they analyze historical and current legal issues of local or national scope. Many of these issues may be of personal interest to students. Treatment of the United States' flag, gun control, individual rights, and discrimination are issues addressed by the U.S. Constitution and the courts. Students in intermediate grades can use fairy tales such as *Goldilocks and the Three Bears*, *Jack and the Beanstalk*, and *The Three*

As students explore issues that concern individuals, states, and special-interest groups, they may become more interested in their own civic responsibilities.

Little Pigs in mock trial activities to give them the experience of looking at situations from different points of view. This experience can then be applied to analysis of historical cases. Many court cases may interest students in grades nine, eleven, and twelve, such as *Mapp* v. *Ohio* (1961), in which the U.S. Supreme Court ruled that police could not use evidence obtained without a search warrant; *Gideon* v. *Wainwright* (1963), in which the Court said that states must supply lawyers for those defendants too poor to hire their own lawyers; or *Brown* v. *Board of Education* (1954), in which segregation of schoolchildren by race was ruled unconstitutional. Small groups of students can analyze how the times influence the outcome of decisions and the interpretations of those decisions. As students explore issues that concern individuals, states, and special-interest groups, they may become more interested in their own civic responsibilities. News clipping files help students keep abreast of current legal issues, and they may note the changing nature of legal opinions. They can use information gathered to debate issues, hold panel discussions, prepare group reports, and carry out projects that may involve the community. These activities help students explore how and why the Constitution has changed over time. They will understand the flexibility provided in the Constitution for interpretation and the role of the individual and the populace in strengthening the Constitution. Students, by studying court cases that interest them personally, can also gain an understanding of how our form of government is dependent on their participation and recognize that participation is necessary to the maintenance of their individual rights.

(Content examples, *Framework*, grades nine, eleven, and twelve)

ACCESS STRATEGY 6

Linking Students to Their Communities

The curriculum fosters social participation and understanding of civic and democratic values by linking students to their schools and communities.

As pointed out in the *History–Social Science Framework for California Public Schools*, our students live in a rapidly changing society that is affected by politics, economics, technology, demographic shifts, and worldwide social change. All students need to develop a keen sense of ethics and citizenship to prepare them to participate in today's complex society and to take an active role in preserving and improving our democratic institutions. They need to care not only about the quality of their own lives but also about the quality of their communities, their nation, and their world.

A sense of caring can be fostered when students are provided with opportunities to plan and participate in programs and activities of service in their schools and communities. Students feel commitment and connection when they volunteer their services to organizations in the community, when they meet and talk to community leaders, and when they use the community to gather information.

An education that prepares students for democratic citizenship leads them to understand and live by civic and democratic values. This approach leads to

commitment. Understanding can be achieved by extending and connecting students' personal, family, and cultural concerns to issues in the neighborhood and the community. In this way, students gain an understanding of more universal concepts and ideals.

Understanding governmental processes at the local level leads to interest in state, regional, national, and world issues and controversies. We sometimes assume too rich a base of experience on the part of our students. The remedy may be a broad range of firsthand social experiences in which it is evident that students' participation makes a difference. Students are provided with opportunities to view, at close range and through real experiences, social processes and social institutions that textbooks can describe only in the abstract. Students develop a clearer understanding of history and civic values when they take part in mock elections or observe or participate in the electoral process, conduct oral history interviews, do volunteer work, join advocacy groups, or interview members of local governmental bodies. They have the opportunity to demonstrate that they care about and are a part of the community and the nation. They are rewarded by knowing that their contribution is appreciated, is helpful, and makes a difference.

Students' social and civic participation can start at school and eventually expand into the community. Classroom and school elections can be a part of the activities at every grade level. Second and third graders might gain experience by taking frequent field trips into the community and learning about community issues. This activity can lead to volunteer involvement in projects in the school and community while students are in the intermediate grades and beyond. Students can poll schoolmates and members of the community about public issues. In these activities, students will become familiar with individuals and organizations in the community. Campus and community beautification activities and volunteer service in the community's facilities, such as hospitals and senior citizen or day care centers, provide

students with opportunities to develop commitments to other people of various cultures and help link them in a positive way to their schools and communities.

Local community leaders can be invited to speak in the classroom. These speakers may be civic leaders, professional persons, or advocacy representatives who will help students understand and feel a personal connection to public service, individual responsibility, and behavior that creates a good society. Topics for discussion may include politics, government, economics, law, social issues, global issues, geography, history's effect on the present, cultural issues, and continuity and change in the community.

Through active participation, students gain civic and democratic experiences that support the tenets of the U.S. Constitution and its Bill of Rights. The goal is for all students to see themselves as responsible and contributing members of society.

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CLASSROOM ACTIVITIES FOR STRATEGY 6

Exploring Models of Community Service

The commitment of students to community service and civic responsibility is enhanced when they learn about inspirational people from the past, as well as about volunteers in their community. While studying the 1960s, eleventh-grade students read John F. Kennedy's inaugural speech and his words: "Ask not what your country can do for you, but what you can do for your country." They can explore how this theme tied in to the establishment of groups such as the Peace Corps, the Job Corps, and Volunteers in Service to America (VISTA). Students read or have read to them parts of *Democracy in America*, by Alexis de Tocqueville, in which the author observes that while Americans were moved by self-interest, they also showed a devotion to the interests of the community. Students examine the era of the Great Society and the creation of projects that helped people in need both at home and abroad. Beginning in the second grade, students read about individuals in history who served others, such as Mary McLeod Bethune, Mahatma Gandhi, and Dorothea Dix. They explore ways in which they can serve the community, the state, the nation, and humanity and are encouraged to volunteer at school and in the community. They develop profiles of public figures, parents, relatives, or friends from all ethnic and socioeconomic groups who have given to others. Students gain insights into how they personally can make a difference in the lives of other people through civic participation. Through these activities and processes, students gain a sense of self-worth that connects them to their community.

(Content examples, *Framework*, grades two through twelve)

Developing School and Community Activities

Classroom learning in the ethic of civic responsibility is extended when students become involved in activities in school and in the community. Third-grade or fourth-grade students who are studying local history and California history can organize and conduct a clean-up project at the school site or a beautification campaign for a particular site in the community. They can raise

Content examples are given for each activity; however, the learning activities or teaching strategies suggested may also be adaptable to other grade levels.

money, ask for donations from local businesses, or lobby the school district office for money to purchase trash cans for the community around the school if they see that students are littering the area. These activities can help students realize that they can have a positive impact on their environment.

(Content examples, *Framework*, grades three and four)

Learning to Participate Through Group Activities

By taking part in group activities in which they express their opinions, students learn participatory skills, learn to respect the rights of others, and gain confidence through self-expression.

By taking part in group activities in which they express their opinions, students learn participatory skills, learn to respect the rights of others, and gain confidence through self-expression. A language lesson in the first grade might focus on *The Little Red Hen*, leading to ethical judgments on what each student would do if he or she were the hen. How could the story have turned out differently? A rope is strung across the front of the room, and students take a position at a point on the rope. Standing at the center of the rope represents a neutral position. Positions to the left represent agreement with the hen's actions; positions to the right represent disagreement. As discussion continues, students may change their positions on the rope and explain why they changed. During this activity, the teacher encourages students to think critically, make choices, demonstrate their choices, defend their decisions, and interact with others.

(Content example, *Framework*, grade one)

Promoting Cooperation, Caring, and Sharing

Students gain a sense of self-worth and pride in individual and group accomplishments when their expertise is shared with others. "Adopting" a convalescent or residential care home can become a class commitment that will provide motivation for students to work together and share with others. Monthly or bimonthly activities that are part of instruction in history and social science can be held at the adopted home. Students can present historical skits, dramatizations, or readers' theater performances based on periods or events in history; they can debate or discuss historical events or current issues; they can organize cultural festivals; or they can exhibit their art or history projects. This sharing of classroom activities with a broader audience gives underachieving

students a sense of purpose and participation both in class and in the community. The abilities and accomplishments of students are validated when they are shared with an appreciative audience. These activities establish a positive link between the school and the community.

(Content examples, *Framework*, grade five)

Contributing Through Historical Research

Students learn local history, learn oral history, develop research skills, and make a contribution to the community when they serve as official historians. Working in small groups, students can tape oral history interviews, write up the information, collect artifacts, and present their projects to the school library, local library, or museum. Students develop a more personal connection with people in the community through these activities and increase their understanding of history, historical research, and continuity and change. They gain a sense of belonging and a sense of their personal place in the evolving community. Their work is validated when it becomes a part of a permanent collection of historical research and data.

(Content examples, *Framework*, grades five through nine)

Building Partnerships with Business

An understanding of the interaction between business and society is developed when students participate in partnerships with local businesses. An invitation to local businesses to adopt a school or class may result in the contribution of financial and/or human resources that will further the school's program. Programs can be developed in which students provide services to businesses on a voluntary internship basis in order to learn more about the role of the business in the community. Business operators can be invited to the classroom to give presentations about their jobs or their personal interests that tie into the history curriculum. Volunteers from the business sector can serve as tutors or mentors for students. As these groups work together they will discover that mutual benefits arise as a result of these partnerships.

(Content examples, *Framework*, grades five through twelve)

Volunteering Through Community Service

Participation fosters understanding. Volunteering to serve in hospitals, senior citizen or day care centers, the Humane Society, or libraries helps students connect to the community and understand the vital services these organizations provide. Students can research and discuss various types of service facilities in the community, how volunteers can help these facilities, and how the personal interests and strengths of students can be aligned to the needs of the facility. The length of the project may be for several hours during a semester, or the involvement may be continual. Through such projects, students develop a sense of social participation and responsibility and a sensitivity to the needs and problems of others. They develop pride as they realize that they are contributing in a positive way to their communities. They learn that volunteerism is part of the American character.

(Content examples, *Framework*, grades six through twelve)

Learning About and Participating in Community Service and Charitable Organizations

The study of the development of community service and charitable organizations becomes more personal when students get involved in the work of these organizations. They can learn about the local, national, and international goals of, and participate in projects sponsored by, service organizations such as the Lions, Rotary, Kiwanis, and Soroptimists. Fifth-, eighth-, and eleventh-grade students can participate in service projects while researching the development of such organizations. A club or class can have a canned food or toy drive to help needy families, or it can plan activities to raise funds for the Red Cross or for local or worldwide relief funds or the Heart Fund. Students are encouraged to look beyond themselves to see the needs of others. They also learn that there is a way for them to contribute to a worthy cause, just as people in history started charitable organizations.

(Content examples, *Framework*, grades five through twelve)

Participating in Local Government

An understanding of civic rights and personal responsibilities is strengthened when students are brought into direct contact with officials who serve on governing bodies.

An understanding of democratic values is promoted through social participation. Students and their parents can attend meetings of the school board and city council as part of classroom studies of governmental structures and processes. Students can report on issues discussed at meetings, do more research, and take a stand for or against positions held on those issues. Students can read local newspapers and discuss issues that concern their neighborhoods. Groups of students can be assigned to cover meetings of local governmental agencies over a period of time as the class monitors specific functions and issues that those agencies deal with. Community leaders can be invited to speak to the class to provide additional information and points of view. Students can simulate meetings of the city council or school board, debate issues, vote, and compare their outcomes with those of the board or council. Students may decide to present their point of view to the city council or board of education. High school students can prepare and present a position at a school board meeting at which a school curricular item, such as the expansion or continuation of a special program in sports, drama, music, bilingual education, or advanced placement, is discussed. An understanding of civic rights and personal responsibilities is strengthened when students are brought into direct contact with officials who serve on governing bodies.

(Content examples, *Framework*, grades five, eight, eleven, and twelve)

Participating Through an Area of Personal Expertise

Each student has an area of strength or interest that can be recognized and validated. High school students learn about the principles of American democracy and learn that our nation has been shaped by the participation and service of its citizens. To reinforce this learning while playing important roles in the community, bilingual students can volunteer their services as translators. They can assist agencies such as police departments, community centers, church-sponsored groups, and registrars of voters. Some students may want to help bilingual elementary students by tutoring them or reading to them, or they can help by editing and typing their school's newspaper. They can help at locations where adult English-as-a-second-language (ESL) and training classes are held by tutoring or by serving in child care centers. These activities validate

the language abilities of bilingual students and demonstrate the importance of civic responsibility and participation.

(Content examples, *Framework*, grades nine through twelve)

Participating in Mock Elections and Registering to Vote

Mock elections can be held at any grade level and can focus on issues or candidates at the classroom, school, community, state, or national levels.

To understand what is required of citizens in a democracy, students at all grade levels can think about and discuss different points of view on issues, solve problems, and raise their hands to vote in mock elections. They learn why it is important to vote and what it means to live in a democracy. They should develop a lifelong interest in participation in elections and in community affairs. All students should feel as motivated to vote, as soon as they are eligible, as they are to acquire a driver's license. In grades five, eight, eleven, and twelve, students can form two parties in the class, decide on party platforms, and hold an election that includes campaigns, speeches, debates, slogans, and posters. Small groups can conduct research projects that are related to elections. Research topics might include the women's suffrage movement and the passage of the Nineteenth Amendment; why people don't vote; state registration laws on citizenship, residency, age, and other requirements for voter registration; or what makes elections in the United States different from elections in other countries, such as Haiti, the Philippines, England, or France. Mock elections can be held at any grade and can focus on issues or candidates at the classroom, school, community, state, or national levels. Students can interview members of the League of Women Voters, elected city or county officials, or county election officials and hear their various points of view. Through classroom or schoolwide activities, students can role-play candidates' appearances and debate issues, form political platforms, research and discuss the varied positions on issues, and conduct political campaigns. When they participate in mock elections and talk to people who have been elected to office, students will understand their roles in a "government by the people" and the right and responsibility of each qualified citizen of the United States to register and to vote. When students reach eighteen years of age, schoolwide activities can be designed to encourage and support voter registration.

(Content examples, *Framework*, various grades)

SAMPLE READINGS FOR STUDENTS

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